

2018

Manzanita Public Charter School

Suzanne Nicastro
Executive Director/Principal
Educational Services

MANZANITA PUBLIC CHARTER SCHOOL

PETITION FOR RENEWAL

JULY 1, 2018 - JUNE 30, 2023

SUBMITTED TO THE LOMPOC UNIFIED SCHOOL DISTRICT

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AFFIRMATIONS AND DECLARATION

As the Executive Director/Principal, I, Suzanne Nicastro, certify that the information submitted in this application for renewal of the charter for the California public charter school, named Manzanita Public Charter School (“MPCS” or the “Charter School”), located within the boundaries of the Lompoc Unified School District (“LUSD” or the “District”), is true to the best of my knowledge and belief. I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Manzanita Public Charter School for purposes of the Education Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case, it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by law, flexibility may be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the location of facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Suzanne Nicastro, Executive Director/Principal

Date

FORWARD

Manzanita Public Charter School is petitioning to renew its charter petition pursuant to Education Code Sections 47605 and 47607, from July 1, 2018 to June 30, 2023. The Charter School is requesting the continued support and approval of the Lompoc Unified School District of this charter.

Manzanita Public Charter School was conceived by a diverse mix of educators, community members and parents who believed there was a need in the community of Lompoc for a choice in educational options and proposed to initiate progressive, research-based educational practices that respond to changing demographics within the community.

On December 8, 2007, the charter petition outlining the formation of Manzanita Public Charter School was approved by Lompoc Unified School District. In the following eight months, the concept was transformed from proposal to brick and mortar. The founders sought and were granted a Public Charter Schools Start Up Grant (“PCGSP”) of \$600,000. A system of governance was established. Negotiations with Lompoc Unified secured a Proposition 39 facilities agreement and established a Memorandum of Understanding. Contracts for back office fiscal services support were obtained with the Santa Barbara County Office of Education (“SBCOE”) and a Charter School Fiscal Services consultant to manage budget development and oversight, payroll, credentials and retirement accounting. Affiliations with the Santa Barbara County Office of Education were established. Founding members recruited students, held community outreach forums, published informational materials and created a website. Implementation of the educational design was on course and influenced the selection of the teaching and support staff who were recruited, hired and trained. In June 2008, the Charter School received \$250,000 of the grant funding. In July 2008, – 45 days before the first day of school – the new staff moved onto the school site. Classrooms were prepared and furnished. IT, computer and communication systems were engineered and installed. Curriculum and supplies were selected, purchased, and delivered. A home to school transportation system was developed and on August 20, 2008, the school buses arrived and out poured the 244 children who would become the founding class of Manzanita scholars.

The Charter School will continue to be authorized as a TK through sixth grade program. MPCS will provide free, nonsectarian, public education for students who wish to attend the Charter School. Students will receive a solid foundation in reading, writing, mathematics, science, history/social science, visual/ performing arts and physical education as aligned to the State Content Standards and the Curriculum Frameworks. The students enrolled at Manzanita Public Charter School will represent various cultures, economic levels and ethnic groups. The Charter School will educate these children without discrimination against any protected class.

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2013-2018

Highlights 2013-2018

- Redesign Language Arts/Math Curriculum (2013-2014)
- Shared Leadership philosophy model established school-wide (2014-15)
- School Site Council established (2014-15)
- School's wireless Bandwith and Fiber Optics expanded (2015-2016)
- 1:1 Chromebooks in classroom Grades 3-6 (2016-17)
- Prop 51 facilities grant approved (2018)
- Grade level Professional Learning Communities established (2015-16)
- Vice Principal position established (2015-16)
- Facilities/Custodial positions established (2017)
- California Gold Ribbon School Award (2015-16)
- SB County Mentor Teacher of the Year Award (2017)
- TK-6 Math Adoption (Bridges) (2016)
- English Learner program adoption (Benchmark Advance) (2018)
- Tk-6 Language Arts Adoption (Benchmark Advance) (2018)
- Children's Theater-3 musical Productions: ***Alice in Wonderland, Peter Pan, and The Little Mermaid (2015-2018)***
- Universal social-emotional screening established (Devereux Students Strengths Assessment ("DESSA")) (2017-2018)
- PE Partnership with YMCA (2016-2018)
- Family Services Agency (FSA) partnership expanded (2016-17)
- Honor Choir established (2016-17)
- TK program established (2015-16)
- GATE program established (2015-16)
- SPED program created and established (2015-16)
- School nurse position created (2015-16)
- School behavioral IA position created (2017)

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607 (b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

In March 2014, the California State Board of Education made broad changes to the academic accountability system, and as a result of these changes, charter school authorizers were given latitude to “consider a range of options in determining increases in pupil academic achievement for charter renewals.” (CDE Letter, <https://www.cde.ca.gov/sp/cs/re/renewalletter.asp>). It was further determined that, “pursuant to Education Code Section 47607(a)(3)(A), the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups served by the charter school.” (Ibid.)

Based on the most recent 2016-17 Smarter Balanced data, the Charter School has determined the academic performance of Manzanita Public Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, considering the composition of the pupil population that is served at the Charter School.

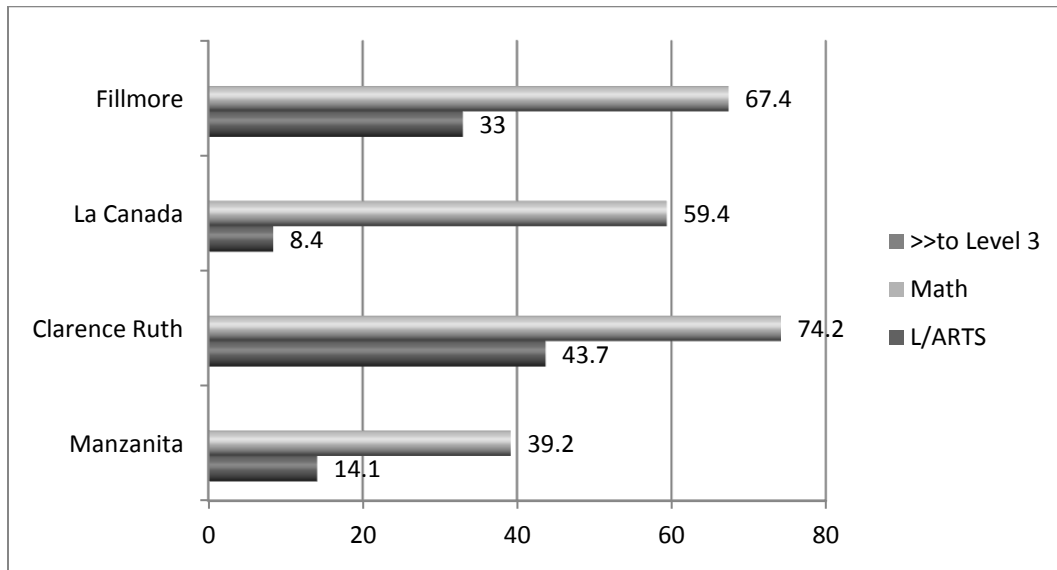
The following data charts compare LUSD feeder elementary schools, in comparison to Manzanita Public Charter School, for the number of growth points needed to reach Level 3 on the Smarter Balanced Assessments. Since the Charter School has a unique demographic pattern to the District, there are two sets of comparison data included. The first 3 LUSD schools shown are closest to Manzanita in demographic populations for socio-economically disadvantaged with roughly 60% of the Charter School’s students enrolling from these feeder school neighborhoods:

SMARTER BALANCED DATA: 2016-17

ALL STUDENTS

>> PERCENTAGE OF GROWTH POINTS NEEDED TO ACHIEVE LEVEL 3 STATUS >>

SHORTER BAR GRAPH = HIGHER PERFORMANCE

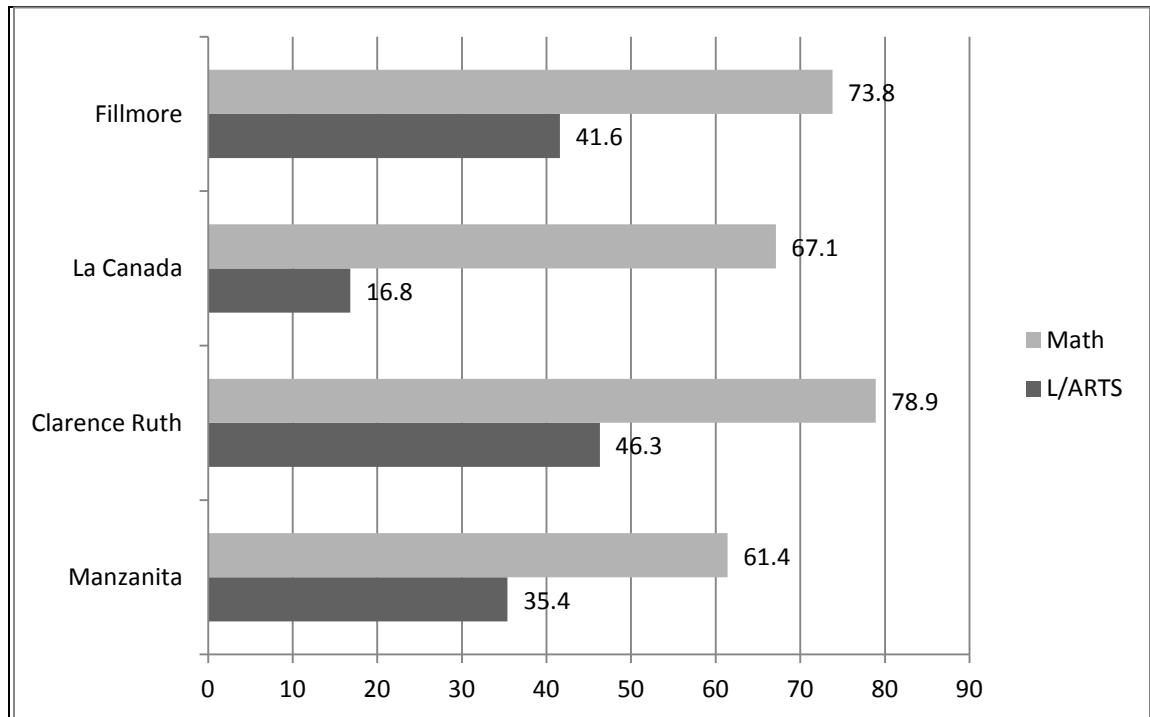


SMARTER BALANCED DATA: 2016-17

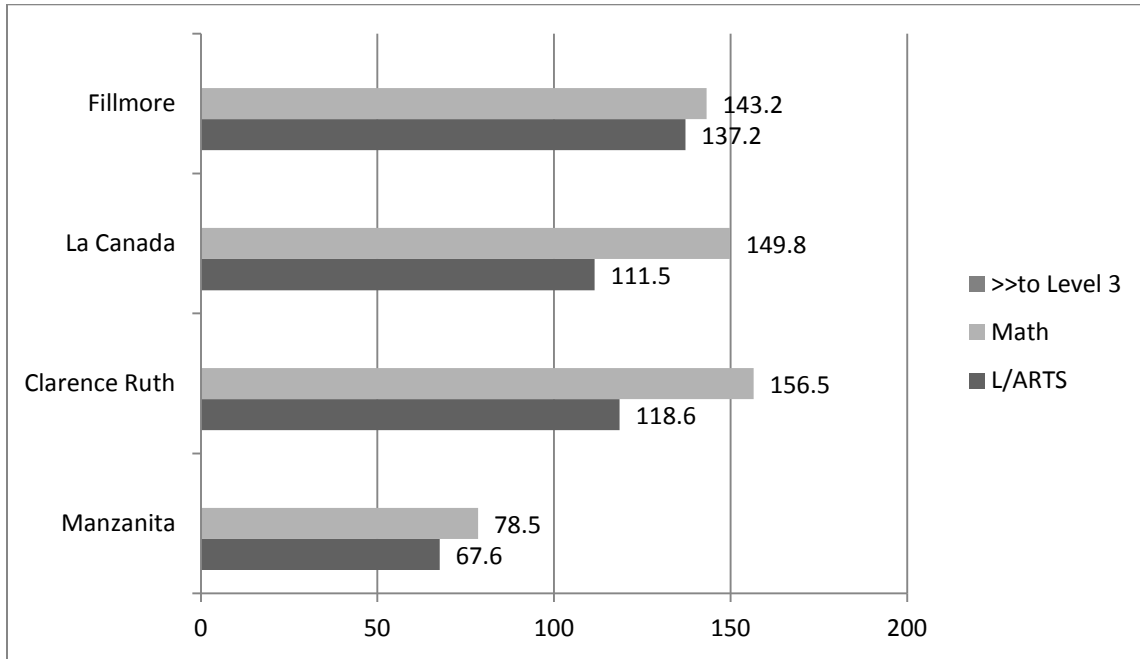
SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

>> PERCENTAGE OF POINTS NEEDED TO ACHIEVE LEVEL 3 STATUS >>

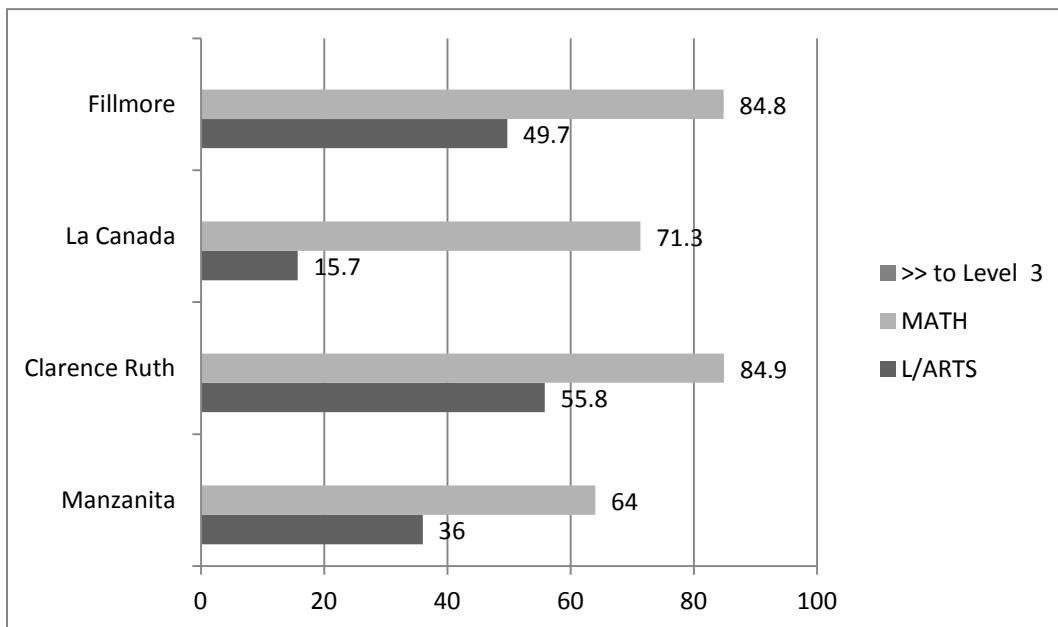
SHORTER BAR GRAPH = HIGHER PERFORMANCE



SMARTER BALANCED DATA: 2016-17
STUDENTS WITH DISABILITIES
 >>POINTS NEEDED TO ACHIEVE LEVEL 3 STATUS >>
 SHORTER BAR GRAPH = HIGHER PERFORMANCE



SMARTER BALANCED DATA: 2016-17
EL STUDENTS
 >>PERCENTAGE OF POINTS NEEDED TO ACHIEVE LEVEL 3 STATUS >>
 SHORTER BAR GRAPH = HIGHER PERFORMANCE



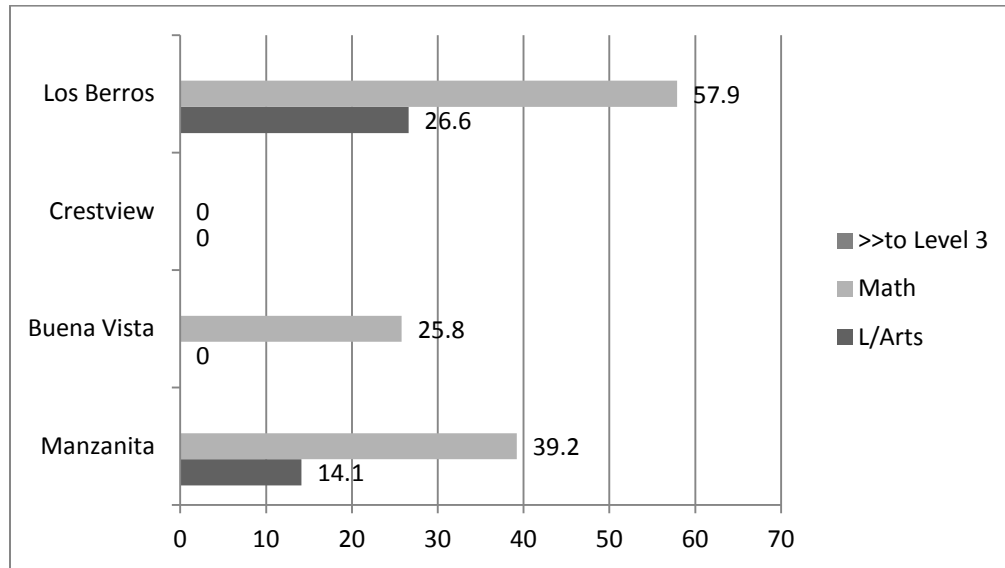
The following data charts compare three different LUSD feeder elementary schools to Manzanita Public Charter School, for the number of growth points needed to reach Level 3 on the Smarter Balanced Assessments. These second 3 schools represent approximately 30% of the Charter School's student population, but only Los Berros Elementary School shares similar demographics:

SMARTER BALANCED DATA: 2016-17

ALL STUDENTS

>> POINTS NEEDED TO ACHIEVE LEVEL 3 STATUS >>

SHORTER BAR GRAPH = HIGHER PERFORMANCE

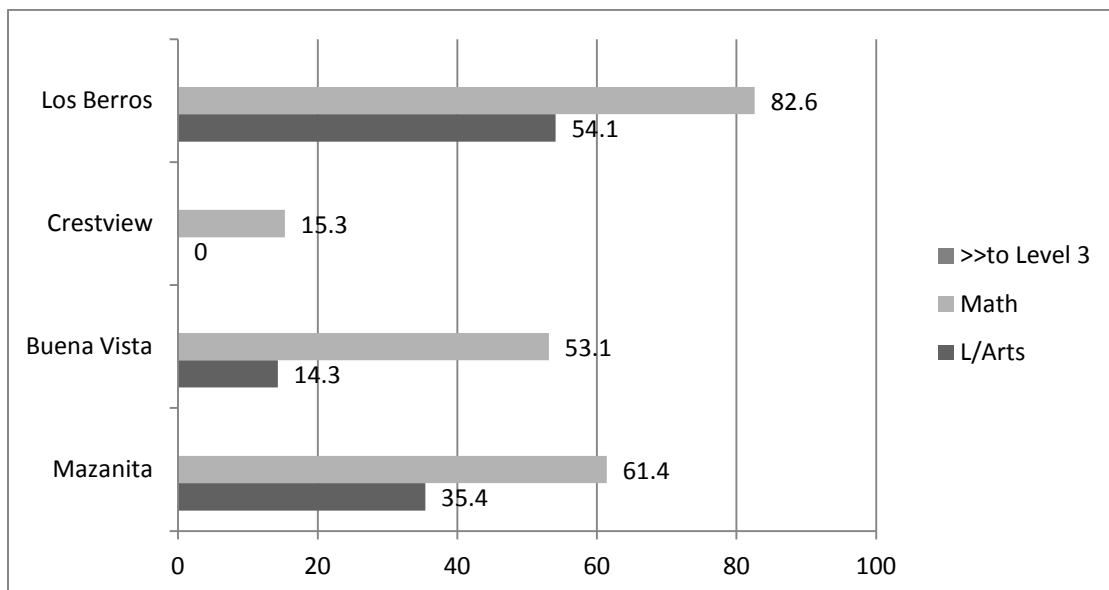


SMARTER BALANCED DATA: 2016-17

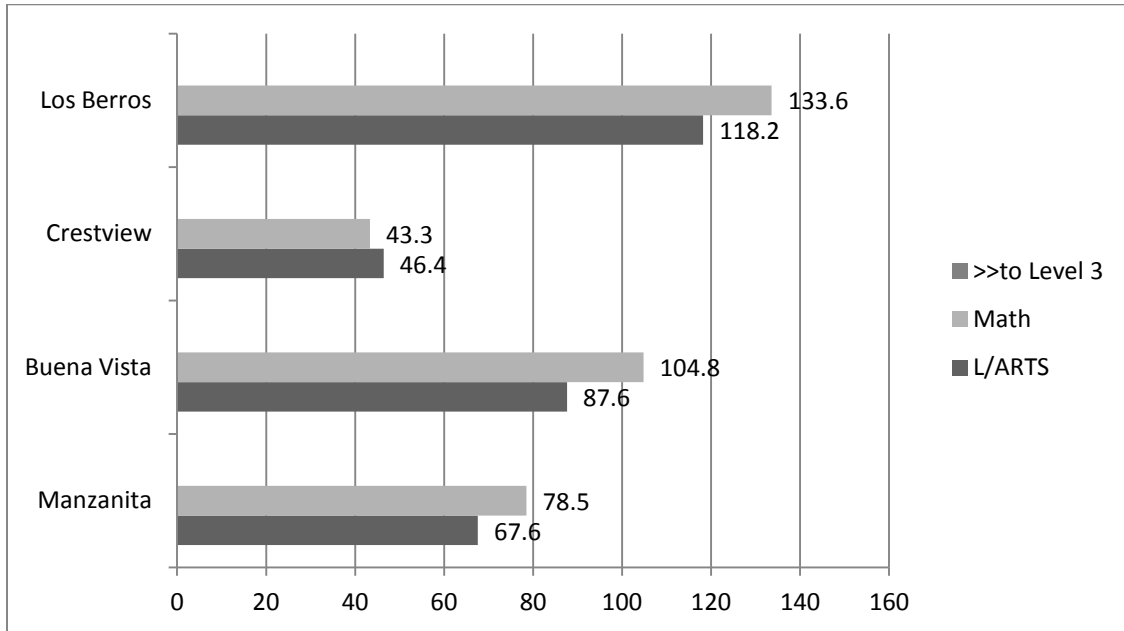
SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

>>POINTS NEEDED TO ACHIEVE LEVEL 3 STATUS >>

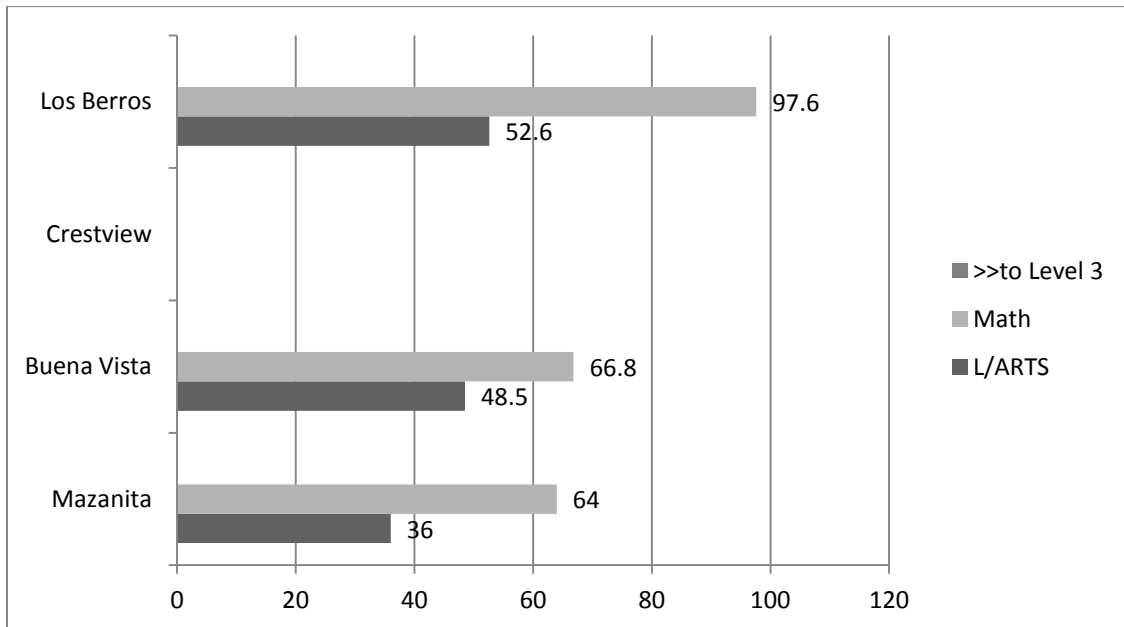
SHORTER BAR GRAPH = HIGHER PERFORMANCE



SMARTER BALANCED DATA: 2016-17
STUDENTS WITH DISABILITIES
 >>POINTS NEEDED TO ACHIEVE LEVEL 3 STATUS >>
 SHORTER BAR GRAPH = HIGHER PERFORMANCE



SMARTER BALANCED DATA: 2016-17
ENGLISH LANGUAGE LEARNERS
 >>POINTS NEEDED TO ACHIEVE LEVEL 3 STATUS >>
 SHORTER BAR GRAPH = HIGHER PERFORMANCE



The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Also see [Appendix I: CDE DataQuest/CAASPP Reports](#)):

*Note on Testing Data

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of the Most Recent API Calculation

LEGAL REQUIREMENTS FOR CHARTER RENEWAL Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.	No; in 2013, met schoolwide growth targets, but did not meet student groups growth targets; in 2012, met schoolwide and student group growth targets
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2013 and 2012 rank of 5
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; 2013 rank of 4, and 2012 rank of 6
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed September 23, 2016)	

Analysis of Comparison Schools Data

Manzanita Public Charter School California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-17: Percentage of Students Meeting or Exceeding Standards.

Please note that for the year 2015, the charter school was required to take the paper/pencil version of the Smarter Balanced tests due to technological bandwidth limitations that were corrected in 2016. The paper/pencil version of SBA is more similar to the CST’s and, thus, Manzanita’s students were adequately prepared for those tests. The year 2016, was, essentially, the charter school’s first “look” at the new state testing online format and content. Curriculum and program adjustments have been made accordingly showing learning growth in 2017 with all subgroups.

Demographic	Assessment	2015	2016	2017
Schoolwide	ELA	50%	46%	48.11%
	Math	44%	31%	33.89%
Hispanic or Latino	ELA	41%	40%	43.24%
	Math	38%	24%	27.02%
White	ELA	63%	61%	67.27%
	Math	54%	55%	52.73%
Ethnicity – Two or More Races	ELA	75%	62%	50%
	Math	60%	38%	36.37%
Economically Disadvantaged	ELA	41%	36%	40.54%
	Math	33%	19%	25.67%
Students with Disabilities	ELA	N/A	N/A	22.22%
	Math	N/A	N/A	11.11%
English Learners	ELA	23%	34%	36.2%
	Math	32%	14%	15.52%

Comparison Schools Manzanita Public Charter School Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017
Arthur Hapgood Elementary	ELA	20%	35%	35.52%
	Math	11%	19%	21.06%
La Honda Elementary	ELA	27%	31%	22.6%
	Math	11%	18%	18.71%
Leonora Fillmore Elementary	ELA	41%	42%	37.57%
	Math	19%	27%	21.04%
Los Berros Visual and Performing Arts Academy	ELA	36%	41%	41.4%
	Math	31%	29%	28.41%

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017
La Canada Elementary	ELA	28%	43%	50.14%
	Math	14%	22%	24.58%
Miguelito Elementary	ELA	40%	45%	53.71%
	Math	26%	28%	40.06%

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

		2015	2016	2017
English Learners	ELA	23	34	36.2
	Math	32	14	15.52
Socio-economically disadvantaged	ELA	41	36	40.54
	Math	33	19	25.67
Hispanic	ELA	41	40	43.24
	Math	38	24	27.02
White	ELA	63	61	67.27
	Math	54	55	52.73

Element 1: Educational Program

Governing Law: The educational program of the charter school, designed, among other things to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

SCHOOL VISION STATEMENT

Our vision is to continue shaping and developing a school culture that promotes creativity, deep development of learning independence and strengths, while providing personalized services in a results-driven environment.

SCHOOL MISSION

Manzanita’s mission is to provide an enhanced educational environment that promotes learning excellence while allowing scholars to thrive in a 21st century world.

The mission of the Charter School is based on the fact that all elementary students have a fundamental right to high level instruction based on National and California Common Core State Standards. These standards, which are based on skills mastery in the areas of critical thinking, literacy, academic vocabulary development, applied mathematics and science skills, are the foundation for the Charter School’s curriculum design. The richness of the standards-based curriculum, combined with research-proven teaching methods used at Manzanita, have shown success in empowering students to excel and view themselves as scholars who are well prepared for academic and social successes.

TARGET STUDENT POPULATION

Each year, Manzanita Public Charter School has drawn from an ever larger and diverse applicant pool. Since August 2008, enrollment has increased 100% to the current 431 students as of CBEDS date, October 5, 2017. For the past five years, the Charter School has kept a stable enrollment, always certifying at ADA 400+ scholars each school year. Manzanita’s demographics are quite diverse, including 25% military dependents, 33% English Language Learners, 61% socio-economically disadvantaged, and 11% GATE/Honors students.

Manzanita families live in all areas of the Lompoc Community including VAFB, Vandenberg Village, Mesa Oaks, Northeast Lompoc, Glen Ellen and Stonebrook housing developments, housing areas surrounding Lompoc High and Lompoc Valley Middle School, the West side of Lompoc including several housing developments near Miguelito School, and housing near South Lompoc adjacent to “H” and “Ocean.”

The Charter School anticipates enrolling a similarly diverse student population in the upcoming school year of approximately 440 students in grades TK-6

HOW LEARNING BEST OCCURS

The Charter School believes that student learning best occurs when students feel that the learning is valuable, and that their efforts will be valued and will contribute to a positive outcome. It is believed learning occurs best when the development of positive attitudes and perceptions is made part of every learning task. Students must learn to think positively about themselves, their peers, and the material being learned. In addition, the Charter School believes that there are five highly effective teaching strategies which support student learning: (1) teacher clarity around learning purpose/goals; (2) frequent classroom discussions (3) consistent and highly Individualized learning feedback (4) routine formative and summative assessments (5) metacognitive strategies that encourage student ownership of their own learning.

AN EDUCATED PERSON IN THE 21ST CENTURY

The Charter School believes that an educated person in the 21st century is able to master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. Students must demonstrate the three R's, but also the three C's: creativity, communication, and collaboration. 21st century learners demonstrate digital literacy as well as civic responsibility. Virtual tools and open-source software create borderless territories for students of all ages, anytime and anywhere.

It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners.

EDUCATIONAL PROGRAM

Over time, MPCS's instructional model evolved and ultimately established a Strength Based curriculum Workshop model ("SBW") which is designed to both build learning independence as well as develop individual learning strengths. These strengths are the foundation for the model's Response to Intervention ("RTI") approach and enrichment activities. The SBW model allows for differentiated instruction that includes being able to meet scholars at their instructional level based on workshop model design. The workshop model includes 3 key aspects. First, a mini-lesson (10-15 minutes) aligned to common core standards. Second, an independent work time, (30-45 minutes) to practice the skill. The workshop learning stations include 3-4 options for skills practice. Lastly, a final, verbal reflection of lesson objective (s) by scholars (5-10 minutes). It is during independent work station time that the teacher is able to strategically differentiate instruction utilizing small groups and one-on-one work with scholars based on student need.

Manzanita Public Charter School (MPCS) embraces the educational philosophy that all students can learn and meet targeted grade level benchmark California Content Standards (CCS) as delineated by the Frameworks for California Public Schools. This premise is recognized in the federal **EVERY STUDENT SUCCEEDS ACT** (ESSA) legislation and is a guiding principle of education for our students. The philosophical goal is to transform and enhance the public education prospects for different kinds of learners giving them access to rich, rigorous and fluid

curriculums. The Charter School provides students with the opportunity to meet students' varying readiness levels, learning preferences, and interests. Rather than marching students through the curriculum in lockstep, teachers frequently modify their instructional design to meet individual learning needs.

Differentiating instruction at such a high level for students can be challenging. The school continues to evolve in this area by utilizing several strategies which include collaborating with colleagues in PLC's every Wednesday afternoon; continuing to cultivate consistency across classes in the area of classroom policies and procedures; supporting a 'student-centered mindset' which goes beyond behavioral and IEP modifications and includes paying closer attention (and tracking) individual student progress while simultaneously adjusting classroom approaches throughout the year. If a student is struggling, the school's response isn't "Well, that doesn't surprise me!" or "I've done my part, nothing more I can do." Instead, it's "Why is this student struggling and what can our system do to help?"

The freedom to innovate is crucial to the success of Manzanita. According to the book ***Professional Learning Communities at Work***, "Schools cannot reach new heights of equity and excellence while confined in a bureaucracy with a tendency to conserve customs or practices that work for a small fraction of the student body." As a Charter School, a primary consideration must be to advance the educational opportunities of students and improve instruction and student performance in all academic areas. Manzanita's educational commitment and plan will provide instructional rigor while allowing the delivery of a high quality standards-based educational program, constantly improved by analysis of student outcomes, driven by student strengths and continually validated through assessment.

CHARACTER EDUCATION, DEMOCRATIC PRINCIPLES

The Charter School believes in a democratic society and is designated as a National and State "Bucket Filling" school. The Charter School will continue to use the "Bucket Filling" program in grades TK-3. The program is a non-sectarian, literature-based program that promotes respect, responsibility, trustworthiness, fairness, caring, courage, self-control, and diligence. Scholars have an opportunity to grow into healthy mentally, emotionally, and socially mature adolescents.

In addition, in 2015, Manzanita expanded its character and anti-bullying education program to include a partnership with the "Soule Shoppe" a non-profit agency who has assisted in the training and creation of the school's Peacemaker Program. The Peacemaker program selects and trains 5th and 6th graders to work with their student peers, specifically on "I messages" and the "Peace walk" to solve basic playground issues.

In 2017, a new universal social emotional screening tool, called DESSA, was adopted and implemented. This research-based screening tool includes strategic lesson plans to address behaviors which impede learning. The Charter School hired two additional counselors to conduct weekly small group behavioral sessions based on the DESSA data. To date, the Charter School is seeing significant behavioral improvement with approximately 30% of students involved in the behavioral sessions. Data will continue to be collected and tracked in this area. Since 2008-09, the Charter School has implemented both Scholarly Pursuits and Scholarly

Behaviors Rule of FOUR as the basis for learning and behavioral expectations:

SCHOLARLY PURSUITS GRADES TK-2ND

“Choice, Commitment, Achievement”

Scholar, Parent, Teacher Compact

Building Young Scholars

1. Rule of FOUR
2. Methods
3. Accountability
4. Discipline

YOUNG SCHOLARS	Rule of FOUR
<p>Thinking like a scholar A scholar has a thirst for knowledge. A scholar takes time to ponder. A scholar takes risks. A scholar asks questions. A scholar perseveres and practices.</p>	<p>F Follows Rules and Procedures O Organization of Thoughts and Actions U Use Every Opportunity to Learn R Respectful and Responsible</p>
Parent Responsibilities to Support Scholarly Pursuits and Rule of FOUR	Teacher Responsibilities to Support Scholarly Pursuits and Rule of FOUR
<ul style="list-style-type: none"> • Make certain that your child arrives on time rested and prepared to learn. • Provide the school uniform. • Support the Math Rulers. • Complete the Parent Volunteer Tracking Hours at Scholar-Led Conferences. • Attend Scholar-led Conferences, Awards Assembly, and other school activities. • Support bucket dipping rules 	<ul style="list-style-type: none"> • Be prepared to engage all scholars in learning. • Communicate regularly with scholar and parents. • Spotlight scholar achievement. • Lead scholars through the portfolio process for scholar-led conferences. • Support Math Rulers. • Support bucket dipping rules

SCHOLARLY PURSUITS GRADES 3RD-6TH

"Choice, Commitment, Achievement"

Scholar, Parent, Teacher Compact

Building Young Scholars

1. Rule of FOUR
2. Methods
3. Accountability
4. Discipline

SCHOLARLY PURSUIT	Rule of FOUR
Thinking like a scholar A scholar has a thirst for knowledge. A scholar takes time to ponder. A scholar views the world from different perspectives. A scholar sets goals. A scholar takes risks. A scholar uses many resources. A scholar actively participates. A scholar asks questions. A scholar is curious. A scholar perseveres and practices	F Follows Rules and Procedures O Organization of Thoughts and Actions U Use Every Opportunity to Learn R Respectful and Responsible
Parent Responsibilities to Support Scholarly Pursuit and Rule of FOUR	Teacher Responsibilities to Support Scholarly Pursuits and Rule of FOUR
<ul style="list-style-type: none">• Make certain that your child arrives on time rested and prepared to learn.• Provide the school uniform.• Support the Twenty Five (25) Books Words Read Campaign and Math Rulers.• Complete the Parent Volunteer Tracking Hours at Scholar-Led Conferences.• Attend Scholar-led Conferences, Awards Assembly, and other school activities.• Support bucket dipping rules.	<ul style="list-style-type: none">• Be prepared to engage all scholars in learning.• Communicate regularly with scholar and parents.• Spotlight scholar achievement.• Lead scholars through the portfolio process for scholar-led conferences.• Support the Twenty Five (25) Books Words Read Campaign and Math Rulers.• Support bucket dipping rules.

CURRICULUM

Foundation of Design - Reading Workshop

The Reading/Writing Workshop integrates and creates a block of instruction that focuses on reading, writing, and discussion.

The essential elements of the Work Shop are:

1. Language-Using language to discuss, share opinions, question, analyze, describe, and perform serves as a precursor to sharing your thinking in writing.
2. Literacy- The powerful interrelationship between reading and writing encourages students think about text as readers while learning how to notice the craft of writing.
3. Literature-Student read quality fiction and non-fiction, and poetry.
4. Content- Students read and write about subjects related to science, social studies health, mathematics, and communications.

The charter school's ELA curriculum is challenging, engaging, and builds the cultural literacy of students. It includes poetry, sayings and phrases, contemporary and classic literature, and high interest non-fiction text at all grade levels.

At Manzanita, the charter school develops and celebrates the learners' writing and the cognitive processes involved. It has been argued by noted language researcher and educator Frank Smith (1982), "Knowing how to write involves being able to delicately integrate global and local conventions with one's own global and local intention". He adds, "When students write they are trying out their own personal theory of the world and in the process are applying what they have discovered, know and are thinking." Ultimately, research points to the reality that children are always thinking and acquiring language and developing extensive vocabularies while writing. This philosophy and preparation has and will continue to move the students into the writing projects and standards required by the CCCS.

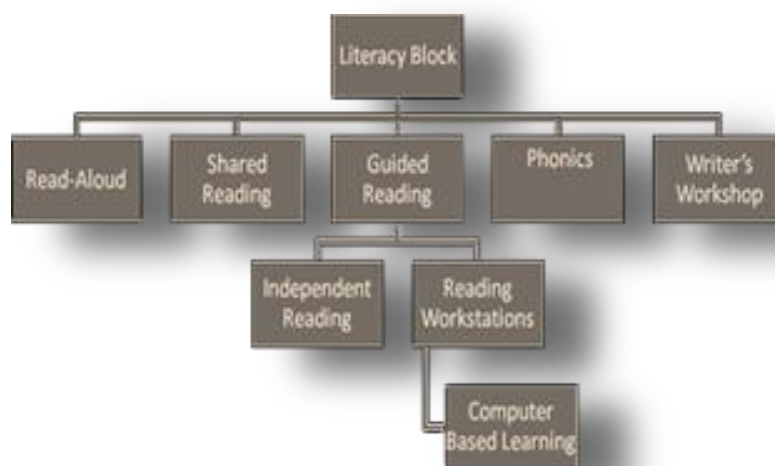
ENGLISH LANGUAGE (ELA) ARTS/ENGLISH LANGUAGE DEVELOPMENT

The charter school will continue to use research-based and state adopted materials and is in the process of adopting new curriculum to support California Common Core State Standards.

The charter school has recently implemented Benchmark Advance's rigorous, integrated reading, writing, speaking, and listening program. This language arts program closely mirrors the charter school's long history of utilizing a reader/writer workshop model, but extends this model by providing more rigorous learning goals with added support of strong, differentiated instruction with ongoing assessments.

Benchmark Advance was built specifically to meet California's unique challenges. The curriculum meets key instructional shifts in tandem with California's ELA/ELD instructional framework, which are:

- Building Content Knowledge
- Meaning Making
- Effective Expression
- Foundational skills
- Language Development



In addition to Benchmark Advance, curriculum materials such as Lucy Calkins Common Core Reading & Writing Workshop - A Curriculum Plan for The Reading/Writing

Workshop grades K-6, Junior Great Books, Fountis and Pinell's Leveled Literacy Intervention, are all curriculum considered for alignment to CCCSS. A copy of materials relating to each is available upon request.

Manzanita continues to use and develop Curriculum Maps and Pacing Guides for Benchmark Advance and Fountis and Pinell to meet grade level standards.

MATHEMATICS

In 2016, The charter school, in partnership with the Santa Barbara County Office of Education, selected the research-based and state adopted Bridges curriculum for kindergarten through fifth grade and Pearson's CMP3 curriculum for Grade 6. The content and instructional approaches used by Bridges and Pearson currently meets California State Content Standards. The Bridges math curriculum is designed to build mathematical thinkers by developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful. The overview and development of CMP3's 6th grade Math strands center around the theme of 'connectedness.' First, there are contexts that connect to the world in which the students live. Second, there are mathematical ideas that serves as unifying themes to connect units and strands together. Lastly, goals are developed in symbiotic tandem with each other, and over units and grade levels. The result is a coherent whole

Manzanita continues to use and develop Curriculum Maps and Pacing Guides for Bridges and CMPS3 to meet grade level standards.

HISTORY/SOCIAL STUDIES

The Charter School will continue to work toward a full integration of History/Social Science into the Reader/Writer Workshop Design. With the recent adoption of Benchmark Advance, which organizes content into ten 3 week units that focus on a single topic (i.e. Developing a Nation), Benchmark also includes a high level of content addressed by the California History and Social Standards (HSS). In addition to Benchmark, teachers use a variety of instructional materials such as Newsela, project based learning (6th grade Egyptian project), leveled Non-Fiction Books, and visual documentaries. The school will continue to use California State Adopted Instructional curricula.

NGSS SCIENCE STUDIES

The science curriculum will continue to be implemented through the use of a variety of California State Adopted Instructional Materials. The school currently uses Delta Education Full Option Science System (FOSS) curriculums along with non-fiction leveled books, and Mystery Science online platforms. With the recent adoption of Benchmark Advance, which organizes content into ten 3 week units that focus on a single topic (i.e. Developing a Nation), scientific 'knowledge strands' are woven throughout each unit which address significant next generation science standards (NGSS) throughout each grade level.

All scholars will learn about the natural world by using the scientific methods as extensions of their own curiosity and wonder. Students will acquire knowledge of life, earth and physical sciences from a balanced curriculum. This will incorporate understanding tiers of science concepts. Students will develop critical thinking skills such as observation, comparing, organizing, inferring, relating and applying. In addition, the science programs will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum developing strong reading, writing and reasoning skills.

Science is an integrated part of the curriculum in every grade beginning in kindergarten. The school will continue to integrate Science content into the Reader/Writer Workshop Design with the continued use of state adopted science materials and will supplement learning with significant hands-on and web-based science material and digital technology. The school will also continue to include extended science opportunities including science fairs, field trips, and webinars.

Every scholar will be taught using grade level content curricula that are standard-based and aligned to the Science Framework for California Public Schools and Common Core National/State Science Standards.

VISUAL/PERFORMING ARTS STUDIES

Visual and performing arts are taught in all grade levels. This content is readily integrated throughout all the content areas and includes school wide and classroom Children's Theater, Reader's Theater, school musical, Music Festivals, Scholarly Awards Performances, Honor Choir (3-6), Santa Barbara International Film Festival of Performing Arts, Children's Creative Projects, etc. The school will continue to employ an art and music teacher to support instruction which is based on curriculum and methods of instruction consistent with the California Visual and Performing Arts standards and the upcoming Common Core Standards.

SPANISH PATHWAYS STUDIES

The school has continued the commitment set forth by the founding group to provide foundational learning of a second language. Our Spanish Pathways Design was developed to honor the founding group's vision and also to meet the needs of our growing school. The Spanish Pathways Design is aligned with the California State World Language Standards and vision for students. "The vision guiding these standards is that every student will develop global competency in order to compete and cooperate in the twenty-first century and beyond".

Manzanita will continue to provide early exposure to a second language that promotes and enhances verbal and reasoning skills. Manzanita uses Risas y Sonrisas curriculum to meet the California World Language standards for grades 2-6.

PHYSICAL EDUCATION STUDIES

The school continues to partner with the Lompoc YMCA staff and, in 2017, implemented the P.L.A.Y. PE program which addresses common core standards in physical education. The school believes this partnership will lead to an increase in consistency in administration of the school's PE program as well as an increased focus on fitness overall.

The PLAY program goals are designed to increase physical fitness in youth, prevent childhood obesity, and diminish fears and stigma associated with exercise. Students are split up into groups and focus on skill building, team work, values, and assets. Students learn to support one another in an environment that promotes fellowship and fun. The PLAY program ensures all students participate, learn exercise-skills, and build self-esteem. PLAY also promotes long term health by helping students develop regular exercise habits that can continue as they get older and move onto middle school, high school, and eventually adulthood.

ACADEMIC CALENDAR AND INSTRUCTIONAL MINUTES

The Charter School shall offer, at a minimum, the number of annual instructional minutes required by Education Code Section 47612.5(a)(1). A draft academic calendar for the 2018-19 school year is attached as **Appendix II**.

SERVING SPECIAL STUDENT POPULATIONS

SOCIO-ECONOMIC DISADVANTAGED STUDENTS

Approximately 61% of the students attending the Charter School in 2017-18 are identified as socioeconomic disadvantaged (SED) and at-risk of not achieving based upon eligibility to participate in the National School Lunch Program (NSLP). In 2017-18, 38% of these students met the Health and Human Services guidelines for federal poverty levels. Students identified as SED are supported through the RTI process at the school. Manzanita uses research-based and strength-based instructional strategies for students identified as SEDs. In addition, the Charter School has tripled its counseling services to the SED population and has hired a part-time nurse and behavioral interventionist to support social emotional and physical health needs of this population.

ACADEMICALLY HIGH ACHIEVING STUDENTS

Between 1-3% of students at Manzanita are identified as Gifted and Talented and another 30% are academically high achieving. The Charter School uses appropriate placement and strategies as outlined in the Manzanita Gifted and Talented/Summit Master Plan. Academically high achieving students are served through the RTI process using multiple measures to provide appropriate instruction, identification, and placement.

ACADEMICALLY LOW ACHIEVING STUDENTS

The Charter School will continue to take a systematic approach to closing the achievement gap by using research-based interventions with the highest levels of proven success. Continuing scholars and new scholars are identified as a result of their achievement on the ELA/Mathematics/Science Smarter Balanced Tests (3-6), Fountas & Pinnell Reading Benchmark Grade Level Assessments, Math formative and diagnostic testing through Bridges unit tests, and Benchmark Advance formative and summative chapter tests. Depending on identified needs, scholars receive intervention through RTI model. Scholars are monitored through RTI collaboration and low-performing scholars receive targeted assistance.

Response to Intervention (RTI)

The Responsive to Intervention (RTI) process is a multi-tiered approach to provide appropriate instruction based on the varied needs of the students to be served. Scholars at the Charter School who are targeted for RTI (increasing levels of targeted instruction) are:

- Grade TK-2 Scholars not meeting Local Benchmark targets of Advanced or Proficient in ELA or Mathematics and all English Language Learners.
- Grade 3-6 Scholars who are not meeting Local Benchmark targets and score Basic and below on the Smarter Balanced Tests, English language learners.
- Academically High Achieving Students
- Student with active IEPs

A Sample of the RTI Tier Intervention is provided below by:

Tier 1: Effective classroom instruction, with recently adopted Math curriculum aligned with CA Common Core standards (Bridges) and recently adopted Language Arts curriculum aligned with CA Common Core standards (Benchmark Advance); teacher using differentiated instruction beyond the instructional design, such as Guided and close Reading, academic vocabulary development, Small Group Reading/Writing/Mathematics; data driven Student/Teacher Conferences.

Tier 2: Interventionist Teacher/Specialist - Small Group/Pull-out Push In intervention and intervention curricula such as Fountas & Pinnell Leveled Literacy Intervention, Designated ELD (Benchmark Advance), Leveled math intervention, math boot camps; Grades ½ Reading intervention combo class (Literacy Lions)-taught by 2 teachers; Newsela/RAZ kids close reading practice; Front Row Math

Tier 3: Teacher/Tutor Specialist – one-to-one (k), Reading Recovery (grades 1 and 2 only); one-to-one mathematics intervention (grades 2-6).

Tier 4: Special Needs/Referral for Assessment (i.e. Special Education, GATE, and Medical)

Tier 3 Reading Intervention: Reading Recovery (RR) is used at the Charter School. RR has compiled 27 years of impressive research data supporting the program rating as the most effective reading intervention. RR has been named by What Works Clearinghouse 2008 as the only beginning reading program that has evidence of impact in all four literacy domains: alphabetic, reading fluency, comprehension, and overall general reading achievement.

At Manzanita, Reading Recovery supports 20% of first grade students. It is a one-to-one intervention and is currently staffed by one teacher leader and four fully certificated Reading Recovery teachers. RR is an intense 30 minute daily lesson and continues for approximately 14 to 20 weeks.

Tier 2 Reading/Mathematics/EL Intervention: In grades 2-6, the Charter School used Fountas and Pinnell Leveled Literacy Reading Intervention (LLI) designed for small group interventions. LLI focuses on direct instruction that targets effective reading strategies. LLI is a field-tested and research based intervention.

In grades 2-6, the Charter School also uses Newsela, an instructional content platform that encourages non-fiction reading engagement, at individualized reading abilities. Newsela's 'intelligent software' adjusts article text to match a student's reading level and provides comprehension quizzes to give immediate feedback on reading progress. Scholars have the opportunity to use Newsela in class and in their homes. Scholars spend 15-30 minutes each day engaged in the Newsela program. Newsela components are vocabulary building, increasing reading rates and comprehension. Newsela is also supported by research as an effective program to engage and encourage readers of all ages and is currently being utilized in 75% of all US classrooms.

Intervention Groups

Intervention groups are small flexible groups of 3-5 scholars, uniquely grouped for specified periods of time to provide supplemental literacy and math instruction. Specially trained teachers provide an additional layer of literacy, instruction and support beyond the daily, differentiated classroom literacy instruction. The goal of Intervention Groups is to serve the students for the shortest possible time while simultaneously providing the necessary support for independent performance and mastery of grade level standards. These decisions are made within RTI meetings as a result of review of ongoing data collection and analysis.

Students are selected through the grade level RTI collaboration based upon on-going assessments and teacher observation of student achievement, and growth. The RTI is comprised of classroom teachers, intervention teachers, and other school personnel. The RTI team members collaboratively create a plan of action for supporting student acceleration and learning.

The Charter School looks to the following for guidance with RTI and is eager to continue to adapt and sustain the implementation in its efforts at establishing an effective school-wide RTI Design:

National Center on Response to Intervention- [http://www.rti4success.org/RTI Action Network-rtinetwork.org](http://www.rti4success.org/RTI%20Action%20Network-rtinetwork.org)

ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Approximately 25-30% of the students who have attended the school from 2013-2018 are classified as ELs. The Charter School will continue to administer assessments as required by California State law as well as provided both integrated and designated EL instruction for Language Arts mastery.

The school uses annual CELDT data, teacher observations and Smarter Balanced test data to identify EL and support EL Scholars through RTI. Teachers Utilize Benchmark Advance EL integrated support guidelines and also provide daily designated EL support which helps ‘frontload’ the next day’s lessons. The Charter School promptly releases relevant data from the CA Dashboard and CELDT to the school site teachers and provides analysis and guidance of the Smarter Balanced Test’s content cluster data. CELDT data has been used to match beginning, early intermediate, intermediate, early advanced and advanced level students to the appropriate ELD instruction and provide feedback for grouping, regrouping and reclassification. The Charter School re-designates/re-classifies/monitors English language learners who have met the criteria as outlined in the Manzanita Public Charter School EL Master Plan.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”) The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (“SA”)**
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

The Charter school believes that the quality of instruction is what matters most when creating solid strategies for English learner instruction and intervention. Key components include a master schedule which supports integrated and designated EL instruction; daily speaking and cooperative learning opportunities for EL students; parent and family support teams; free tutoring; careful monitoring of implementation and outcomes through grade level PLC's. The charter school supports frequent and targeted professional development for all teachers so as to ensure effective EL strategies take root in classrooms.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

SPECIAL EDUCATION SERVICES

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School shall be its own local educational agency ("LEA") and is a member of the Santa Barbara County Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards

available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is included below by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be presented to the District anytime upon request.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Element 2: Measurable Pupil Outcomes; and Element 3: Methods to Assess Pupil Progress

Governing Law: The measurable pupil outcomes identified for use by the charter School. “Pupil outcomes,” for the purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

LOCAL CONTROL AND ACCOUNTABILITY (LCAP) STAKEHOLDER SURVEYS AND PERFORMANCE DATA

In 2013-14, new legislation engineered major changes both to the way the state allocated funding to school districts and the way the state supports and intervenes in underperforming districts. Each District (including charter schools) is expected to create a LCAP to drive fiscal, academic, and cultural decisions. The LCAP also demands that all stakeholders participate in these decisions, and to that end, the Charter School has conducted 2 parent and staff surveys (2016, 2017), 1 student survey (2017), and holds monthly Board, School Site Council, and PTA meetings for regular stakeholder input.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at http://www.manzanitacharterschool.com/pdf/2017/MPCS_LCAP2017-2018Final_062917.pdf].

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Manzanita Public School District Survey on LCAP Priorities – October, 2017

131 Responses

LCAP Priority Areas	High Priority	Medium Priority	Low Priority	Not a Priority
1. Increase student achievement (test scores, college and career readiness, English Learner reclassification)	47%	45%	5%	2%
2. Increase student engagement (attendance rates)	52%	40%	5%	2%
3. Increase parental involvement and participation	40%	56%	4%	0%
4. Maintain a positive school climate (increase sense of safety and school connectedness and reduce suspensions and expulsions)	76%	16%	0%	7%
5. Ensure highly qualified teachers	94%	4%	2%	0%
6. Ensure student access to instructional materials	60%	36%	4%	0%
7. Ensure facilities are in good repair	71%	23%	5%	0%
8. Implement California State Standards	42%	44%	5%	0%
9. Ensure student access to core subjects that prepare them for High School and College (i.e., English, Math, Social Science, Science, Visual & Performing Arts, Health, and P.E.)	84%	16%	0%	0%

Priority 1: Conditions of Learning

Basics (SBE Priority 1)

The degree to which teachers are appropriately credentialed pursuant to Education Code 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d)

Highly Qualified Teachers

For the 2015-16, 2016-17, and 2017-18 school years, all classroom teachers were properly assigned and met the requirements for Highly Qualified Teacher for all three school years. During this same time period, five teacher/tutors utilized emergency teaching credentials allowing them to teach in a subject area, but always under the guidance of a fully credentialed classroom teacher. Prior to 2015, Art, Music, and Spanish classes were often taught by classified personnel who were not credentialed. The results of a 2016 and 2017 staff/parent survey show that a high percentage of stakeholders identify this as a “high” priority. MPCS Governing Board passed a board resolution in 2016 ensuring that all support teachers must be degreed and credentialed.

Survey on LCAP Priorities	
Priority: Ensure highly qualified teachers	
<i>Year</i>	<i>% of credentialed teachers</i>
2016	96%
2017	94%

Our community and our school are desirable places to live and work. To date, our desirability combined with our total compensation package has allowed us to remain competitive with other local districts. The impact of per pupil funding and the redistribution of funds through the recent LCFF funding model, is making it easier to keep pace with the salaries and compensation packages offered by other local districts. Thus, our desirability as a place to work will increase and it becomes easier to attract and keep highly qualified teachers and staff.

Conditions of Learning: Instructional Materials

Currently, Manzanita Public Charter School has instructional materials that are standards aligned and compliant with the Williams Act. While Charter Schools in California are not required to follow Williams Act procedures, Manzanita ensures that all students have access to core curriculum materials necessary for learning. We have also purchased additional supplemental materials to support implementation of the California State Standards and are piloting/purchasing new materials as they become available.

School Facilities are Maintained and are in Need of Modernization

Well maintained school facilities which are able to be utilized as they are intended are imperative for learning. Manzanita currently sub-leases its facility from Lompoc Unified School District. While our school facilities are appropriately maintained, the school plant has not been modernized. All other LUSD schools were last modernized in the early to late 2000’s. Unfortunately, Manzanita’s campus did not make the list for modernization. As such, maintenance and upgrades are a continuing challenge.

During LUSD’s prior modernization, emphasis was placed on ADA compliance work which has resulted in other LUSD school campuses still requiring renovation assistance with MPR’s, kitchens, and grounds improvements. These additional improvements demand ongoing fiscal attention from LUSD’s limited facilities improvement budget. That said, Manzanita has unique facilities challenges as the site is in need of everything: major ADA compliance modernization,

Survey on LCAP Priorities	
Priority: Ensure facilities in good repair	
<i>Year</i>	<i>% Identifying as “High” Priority</i>
2016	62%
2017	71%

kitchen and MPR renovation, grounds/building upkeep, and electrical upgrades to support new technology needs. Surveys of Manzanita stakeholders indicate strong support to ensure quality facilities for its students.

While recent Manzanita fiscal investments have improved aging technology, provided some much needed grounds improvement, as well as replaced antiquated classroom furniture, there is still much work to be done in the greater facility arena.

In order to meet ongoing facilities needs, MPCS has partnered with LUSD to secure PROP 51 funding for facilities improvements. LUSD and Manzanita have also discussed the possibility of a bond measure in 2018 which will fund facilities improvements on each of the campuses within the district, and include Manzanita.

Additional needs/areas of concern in this area include:

- School-wide Bathroom modernization
- Peeling paint in many areas of the buildings
- Kitchen/MPR area in need of modernization
- Additional meeting space (either portables or new construction) for small group instruction needs (ELD, SPED, Intervention, social emotional groups, etc.)
- Identify areas for additional storage of business records, PE/playground equipment, NGSS Science materials, etc....)
- A continued lens on student safety with facilities improvements (parking lot, playground, walkways, etc.)
- Modernization of electrical system schoolwide
- Safety Fencing surrounding the front of campus

Manzanita Public Charter School and Lompoc Unified School District will continue to seek ways to work together to ensure the school's ongoing facilities needs are met, so that its children experience the best possible environment for learning.

Math Adoption

At the June, 2016, Board of Trustees meeting, Manzanita adopted California State Standards aligned math programs. After an extensive review conducted in partnership with the Santa Barbara County Education Office, two programs were selected for adoption: (1) grades K-5, the math program BRIDGES. (2) Grades 6--CMP3 with Pearson Publisher. All teachers received training prior to the beginning of the school year, as well as throughout the school year during Professional Development Days and Grade Level Collaboration Days. The total cost of adoption of these materials/training for the district was approximately \$75,000.

Professional Development will continue over the next few years for both mathematics programs. Parent education will be offered to introduce the new math programs and assist families with how to support their child in the new standards and expectations for learning.

All students were given individual instructional materials (Textbooks/workbooks/homework packets) for classroom and home use.

Manzanita's Smarter Balanced Math 2017 data shows that scholars performed strongest in the area of communicating reasoning with 68% of Grades 3-6 students either approaching standard or mastering this standard. A majority of Manzanita scholars are able to clearly and precisely construct viable arguments to support their own math reasoning and critique the reasoning of others.

Manzanita's biggest area of mathematical growth is in the area of Concepts and procedures where scholars are expected to be able to explain and apply mathematical concepts as well as interpret and carry out mathematical procedures with precision and fluidity. Only 53% of scholars were approaching or mastering this standard.

SBAC School-Wide Math Performance		SBAC School-wide Math Performance	
Year	<i>% Identifying as near or above standard in Communicating Reasoning</i>	Year	<i>% Identifying as near or above standard in concepts and procedures</i>
2016	67%	2016	51%
2017	68%	2017	53%

To address mathematical concepts development, during Winter of 2017, Manzanita implemented a TK-5 Numbers Corner program, in order to provide daily practice with mathematical facts and procedures. In addition, all scholars are provided with an online Front Row Math account and expected to practice at school (and at home) targeted math facts throughout the year. Manzanita teachers also developed a free Grade 3-4 math "Bootcamp Program," provided after school for those scholars who have not mastered basic grade level math facts.

English Language Arts Adoption

Materials were approved for adoption by the California State Board of Education in January of 2018. English Language Arts materials were selected for piloting following staff presentations by Manzanita's teacher led literacy team.

Benchmark Advance was selected for piloting in grades TK-6. A review of the process, the materials piloted, and preliminary feedback from pilot teachers was shared with the Board of Trustees in December with an anticipated recommendation for approval presented at the

SBAC School-wide Language Arts Performance	
Year	<i>% Identifying as met or exceeded standard</i>
2016	46%
2017	48%

January, 2018, Board meeting. The total cost of adoption for these materials was \$114,000. State and local performance data point to a strong need for a more focused, rigorous, and common core aligned curriculum for MPCS scholars.

As with the mathematics adoption, professional development continues to be an essential component of a successful adoption of new English Language Arts adoption. Our work with Benchmark Advance this year has proven invaluable, and the school's literacy team has dived in to provide strong teacher mentor support.

Implementation of State Standards (SBE Priority 2)

Implementation of academic content and performance standards adopted by the State board for all students, including English Learners

Manzanita Public Charter School has implemented support systems to assist teachers in the implementation of and transition to the California State Standards. The school created several stipend teacher positions called "Literacy and Tech Coaches" and these teachers are positioned to support instruction in the classroom as well as to integrate technology into the instructional program. For the past two years, these teacher experts have been integral in building professional capacity within the school through classroom coaching visits and weekly professional development meetings. Textbook and support materials aligned with the California State Standards in English Language Arts/English Language Development and Mathematics along with the Next Generation Science Standards continue to be implemented with a good amount of fidelity. Careful consideration and priority continues to be given to the use of 21st Century Learning Skills and building capacity among teachers to integrate skills within the core curriculum. Integration of the new standards and systems will be a process that will take years to fully implement. Teacher support is critical to a successful transition, including release time for planning and learning, professional development, modeling of successful strategies in the classroom, and more. This work will be shared by site administration, the literacy team, literacy coaches, and teacher leaders over the next 5-7 years as this transition occurs not only English language arts and mathematics, but with the Next Generation Science Standards as well as new standards in the other content areas.

Additionally, the integration of technology and the role it plays with instruction will continue to develop over the next few years.

Surveys of Manzanita Public Charter School stakeholders indicate lower support (relative to other LCAP priorities) for implementing state standards. This indicates a need for more education and communication to our stakeholders regarding the effective implementation of new curriculum across grade levels at Manzanita.

Survey on LCAP Priorities	
Priority: Implement California State Standards	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2016	36%
2017	42%

Additional needs/areas of concern in this area include:

- Equitable access for all students to the core curriculum, especially those students that may not have access to the internet outside of the school setting
- Continued identification, selection, and development of essential standards will need to be an integral part of this process
- Continued time to meet weekly for at least 60 minutes in Professional Learning Communities to work on standards implementation

- Equitable access to technology during and outside of the school day for all students
- Increased and strategic support from administration and teacher leaders on site to assist with intervention coordination, focused work on defining and implementing Tier 1 and Tier 2 instruction, common formative assessment support, collection and interpretation of data, and engagement of all students.
- Student achievement data needs to be made easily understandable and training on the use of data is needed
- Increased Systemic ways to collect data on new students to place them quickly in intervention
- Identify time for intervention that does not require students to miss specials instruction (Art, Music, Spanish) which could also include integration of other subject areas into ELA/ELD and/or Mathematics
- Parent Education opportunities to extend learning opportunities outside of the school day for students and increase meaningful stakeholder engagement

Instructional Model/Course Access (SBE Priority 7)

Student enrollment in a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

Manzanita Public Charter School's instructional model was designed to both build learning independence and help identify individual scholar strengths. The school's strength based workshop (SBW) allows for highly differentiated instruction that includes being able to meet scholars at their learning level based on workshop model design. The workshop model includes 3 key aspects. First, a whole group mini lesson (10 min) paced and

aligned to common core standards. Second, an independent work time (30-45 minutes) with 4-5 different learning stations to practice the skill; lastly, a final mini teaching lesson typically conducted between pairs or groups of scholars who re-teach concept to each other (5-10 min). It is during independent work station time when teachers are able to differentiate instruction utilizing small groups and one-on-one targeted assistance based on student need. Finally, in the workshop model, scholars are regularly held accountable for their individualized learning process. This is further celebrated during scholar led conferences. These trimester conferences require scholars to evaluate their own learning and, subsequently, communicate during a 20 minute conference, their learning successes and struggles to both parent and teacher. In this way, scholars are continually encouraged to take ownership of their learning and set new goals. Teachers also help guide a focused conversation around standards based report cards, which identify common core progress as correlated by the State Board of Education.

Stakeholder Survey	
Priority: Ensure student access to a broad course of study that includes the arts which prepare them for secondary school and life	
<i>Year</i>	<i>% Identifying as "High" Priority</i>
2016	74%
2017	84%

Surveys of Manzanita's stakeholders indicate very strong support for ensuring student access to core subjects, as well as performing arts and world language, that prepare them for high school and college (i.e., English, Math, Social Science, Science, Visual & Performing Arts, and P.E.).

Additional examples of Manzanita's Broad Course of Study:

- Instruction in 21st Century Learning Practices and the integration of technology into the instructional program. Manzanita offers the following web based programs to ALL grades: Front Row Math and Language Arts; Newsela; Mystery Science; RAZ Kids
- Intervention support in English Language Arts and math at all levels to support at risk students, including socio-economically disadvantaged, English Language Learners, and foster youth to provide them with access to rigorous coursework and support their success
- Continued work in developing Tier 2 and Tier 3 supports through Response to Intervention to ensure access for struggling students to the core curriculum
- SBCEO and Advanced Benchmark Training for regular classroom teachers in Systematic English Language Development so strategies can be imbedded into the regular school day and strategies to give English learners access to the core curriculum content
- Enrichment "specials" for all grades which include weekly art, music, and Spanish instruction by credentialed teachers.
- Performing Arts Drama program which culminates with an annual musical production
- GATE classes for grades 3-6 taught by GATE certified teachers
- Project Based Learning "specials" which culminate in School Board presentations and real-world projects
- Garden educator who works with scholars on school orchard care/development and other campus beautification activities
- Weekly Spanish instruction 'specials' for all scholars taught by a credentialed, B-CLAD teacher

Pupil Outcomes**Student Achievement (SBE Priority 4)-LCAP**

Student performance on standardized tests, score on Academic Performance Index, share of students that are college and career ready, share of English learners that become English proficient, English Learner reclassification rate, share of students that pass Advanced Placement exams with 3 or higher, share of students determined ready for college by the Early Assessment Program

Student Performance on Standardized Tests

Manzanita students, are, overall, either maintaining or improving on the state standardized tests (California Assessment of Student Performance and Progress (CAASPP), May, 2017, as indicated through the following data as reported on the California Dashboard (<https://www.caschooldashboard.org/#/Home>):

Manzanita Public Charter - Santa Barbara County

Enrollment: 417 Socioeconomically Disadvantaged: 61.2% English Learners: 25.4% Foster Youth: 1.4%

Grade Span: K-6 Charter School: Yes

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report




Detailed Report

Student Group Report






This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
All Students		229	Low 14.1 points below level 3	Maintained -1.7 points
English Learners		60	Low 36 points below level 3	Increased +9.3 points
Foster Youth		5	*	*
Homeless		4	*	*
Socioeconomically Disadvantaged		144	Low 35.4 points below level 3	Increased +7.4 points

English Language Arts Assessment Report

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Manzanita Public Charter - Santa Barbara County

Enrollment: 417 Socioeconomically Disadvantaged: 61.2% English Learners: 25.4% Foster Youth: 1.4%

Grade Span: K-6 Charter School: Yes

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report




Detailed Report

Student Group Report

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
All Students		229	Low 39.2 points below level 3	Maintained +0.5 points
English Learners		60	Low 64 points below level 3	Declined -4.9 points
Foster Youth		5	*	*
Homeless		4	*	*
Socioeconomically Disadvantaged		144	Low 61.4 points below level 3	Increased +6.3 points
Students with Disabilities		29	Low 78.5 points below level 3	*
African American		8	*	*
American Indian		0	*	*

While the Charter School is making progress on closing the achievement gap, the change over time indicates a need to examine how to better address the needs of All Learners at all grade levels, our English Learner students, and our SED population (change = maintained or declined).

The following charts contain Manzanita Public Charter School's Smarter Balanced results in English/Language Arts for each of the tested grade levels. The charts also show results by goal areas within English Language Arts

Overall Achievement for Students – English Language Arts										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	2396.0	2409.0	18	20	11	27	20	15	51	38
Grade 4	2467.0	2426.0	18	14	32	20	25	19	25	47
Grade 5	2533.0	2516.0	31	16	26	42	20	19	23	23
Grade 6	2536.0	2536.0	16	31	33	22	29	31	22	16
SMARTER BALANCED READING Demonstrating grade level reading proficiency										
Grade Level	% Above Standard		% Near Standard		% Below Standard					
	2015-16	2016-17	2015-16	2016-2017	2015-16	2016-2017				
Grade 3	11	20	36	35	52	45				
Grade 4	22	17	47	46	32	37				
Grade 5	31	18	44	56	25	26				
Grade 6	15	29	49	48	36	22				
SMARTER BALANCED WRITING Producing clear and purposeful writing										
Grade Level	% Above Standard		% At or Near Standard		% Below Standard					
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17				
Grade 3	22	20	37	41	41	39				
Grade 4	18	15	60	46	22	39				
Grade 5	34	27	39	45	26	27				
Grade 6	22	40	49	36	29	24				
SMARTER BALANCED LISTENING Demonstrating effective communication skills										
Grade Level	% Above Standard		% At or Near Standard		% Below Standard					
	2015-16	2016-17	2015-16	2016-2017	2015-2016	2016-2017				
Grade 3	7	12	66	63	28	25				
Grade 4	12	10	70	58	18	32				
Grade 5	20	18	66	68	15	15				
Grade 6	20	21	64	64	13	14				

SMARTER BALANCED RESEARCH/INQUIRY Ability to find and present information about a topic						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	15	25	43	47	43	28
Grade 4	18	15	65	47	17	37
Grade 5	41	31	43	53	16	16
Grade 6	38	48	49	38	13	14

The progress of the Charter School's English Learners has remained consistently strong when compared to Lompoc Unified and other Santa Barbara County schools. Still, the charter school's achievement results with EL's has continued room for growth. This area is one demonstrating a need for continued examination of the data, teaching and learning practices, and student expectations. The Benchmark Language Arts adoption, which includes a robust EL support curriculum, will offer significant direction in this growth area. The data also shows students that have been reclassified as a Fluent English Proficient students continue to perform very well. This tells the school that its re-classification procedures, which include multiple measures data and stakeholder involvement, is solid.

Student performance in mathematics also indicates a need for further examination, particularly in subgroups such as SED and Hispanic students who are not performing as well over time as would be expected.

The following charts contain Manzanita Public Charter School's Smarter Balanced results in Mathematics for each of the tested grade levels. The charts also show results by goal areas within Math.

Overall Achievement for Students - Mathematics										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	2387.0	2424.0	8	7	16	37	20	23	56	33
Grade 4	2459.0	2437.0	12	5	15	17	40	44	33	34
Grade 5	2510.0	2492.0	18	15	16	19	31	21	34	45
Grade 6	2529.0	2530.0	20	26	22	10	27	29	31	34

Concepts and Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	11	15	26	57	62	40
Grade 4	18	14	32	36	50	51
Grade 5	18	19	46	47	39	37
Grade 6	22	28	38	43	42	33

Problem Solving and Modeling & Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	18	20	26	57	56	23
Grade 4	12	7	53	47	35	46
Grade 5	15	16	46	47	39	37
Grade 6	20	24	38	43	42	33

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	16	15	56	63	28	22
Grade 4	12	12	45	46	43	42
Grade 5	18	18	49	45	33	37
Grade 6	25	17	47	50	27	33

OTHER STUDENT ACHIEVEMENT THOUGHTS

Surveys of stakeholders indicate some support for raising student achievement.

An analysis of reading benchmark data, Bridges Math unit tests, and Smarter Balanced data reveal the need for targeted intervention for struggling students, with particular attention paid to students in certain subgroups in order to close the current achievement gap. Implementation of a Response to Intervention approach includes matching struggling students with programs or services that will meet their specific needs. As essential standards are identified and taught, teachers will use specific assessments to determine if a student has mastered skills. From there, this data can be used to target instruction. In 2016, Manzanita teachers and administrators worked with Rich Smith, a consultant with Solution Tree, specifically on building grade level professional learning teams in order to meet the needs of students by working smarter (not harder) with more strategic and data driven methods. Beginning in the 2016-17 school year, a professional development calendar was built and implemented to encourage focused, strategic time for grade levels/departments to meet weekly on Wednesday afternoons. The school allocated funds from LCAP to support academic intervention through the purchase of additional

Survey on LCAP Priorities	
Priority: Increase Student Achievement	
Year	% Identifying as "High" Priority
2016	44%
2017	47%

materials, professional development, and hourly certificated support teachers. Also beginning with the 2016-17 school year, all students in grades TK-6 received music, art, Spanish, and PE instruction. A new master schedule was built so that each grade level team could plan together during “specials” instruction.

Beginning with the 2016 summer calendar, different grade level teams were provided several days of collaboration/planning time to focus on school-wide data, intervention/master schedules, culture building, report card design, implementation of common formative assessments and response to intervention strategies. The planning days were facilitated by the school’s administration and each team was given planning time with SMART goal outcome expectations.

English Learners

English Learners in the Manzanita Public Charter School continue to exceed county and state averages in re-designation rates and progress in acquiring the English Language (CELDT and rates of re-designation for students in US schools less than 5 years and more than 5 years).

Other Pupil Outcomes (SBE Priority 8)

State Physical Fitness Testing

Results of state fitness testing administered to students in grades 5 Spring 2017 show solid results (<http://dq.cde.ca.gov/dataquest/>). Manzanita staff has reviewed the results and professional development will be ongoing in the area of physical education. The school continues to partner with the Lompoc YMCA staff and, in 2017, implemented the P.L.A.Y.

PE program which addresses common core standards in physical education. We believe this partnership will lead to an increase in consistency in administration of the school’s PE program as well as an increased focus on fitness overall.

MANZANITA PUBLIC CHARTER SCHOOL 2017 PHYSICAL FITNESS RESULTS

	Grade 5 % students in HFZ		
Physical Fitness Area	2015-16	2016-17	% Change
Aerobic Capacity	63.9	67.7	+3.8
Body Composition	63.9	56.3	-7.6
Abdominal Strength	79.5	80.9	+1.4
Trunk Extension Strength	88.5	95.5	+7.0
Upper Body Strength	85.0	71.0	-14.0
Flexibility	68.0	74.6	+6.6

The PLAY program goals are designed to increase physical fitness in youth, prevent childhood obesity, and diminish fears and stigma associated with exercise. Students are split up into groups and focus on skill building, team work, values, and assets. Students learn to support one another in an environment that promotes fellowship and fun. The PLAY program ensures all students participate, learn exercise-skills, and build self-esteem. PLAY also promotes long term health by helping students develop regular exercise habits that can continue as they get older and move onto middle school, high school, and eventually adulthood.

Additional needs in this area include:

- Continued professional development in the area of physical education, and the assessment requirements
- Continued training in the administration of the Physical Fitness Test
- Updates to wellness policies to align with current research and best practices
- Investigate fitness incentive programs for staff members
- Ongoing evaluation and purchase of PE equipment

FAMILY AND STUDENT ENGAGEMENT DATA

Parent Involvement (SBE Priority 3)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups

Parent involvement is a priority at Manzanita Public Charter School. Parents are encouraged to participate in their child's education through a variety of activities including:

- School Site Council
- Parent Teacher Organization
- School Events
- Parent Volunteers
- School parent apps
- Parent Education Events

Parents are informed through the school/District website as well as through monthly calendars sent by the school office, trimester 'coffee with the Principal,' and social media outlets.

While a good number of parents participate in school activities and are directly involved in their child's education, increasing parental involvement and participation will have a positive impact on student achievement, school connectedness, and student engagement.

A Spring 2016 survey provided data on how parents hear about school activities/events.

It showed that parent respondents mostly relied on email school newsletters (78 percent) and telephone messages from school or district (53 percent) as "frequent" providers of information about school activities. It also showed that respondents wanted improvements in the school/district website and increased use of social media to communicate. Overall, 38.2 percent of respondents called communication about school activities "excellent," 47.1 percent called it "good," 12.6 percent called it "fair," and 2.1 percent called it "poor."

Parents were asked about communication about their child’s academic progress in the same survey. Overall, 40 percent of respondents said the school does an “excellent” job of communicating on student academic progress, while 43.8 percent indicated it was “good,” 13.5 percent “fair,” and 2.7 percent “poor.” Fall parent-teacher conferences (75.3) and Student Report Cards (74.2) topped the list of ways in which parents receive information on their students’ progress. Additionally, 12.4 percent of respondents indicated they would like to see the school expand its use of informal communication such as notes or phone calls from teachers.

Surveys of stakeholders on LCAP priorities have indicated some desire to increase parental involvement at Manzanita Public Charter School.

Additional needs/areas of concern in this area include:

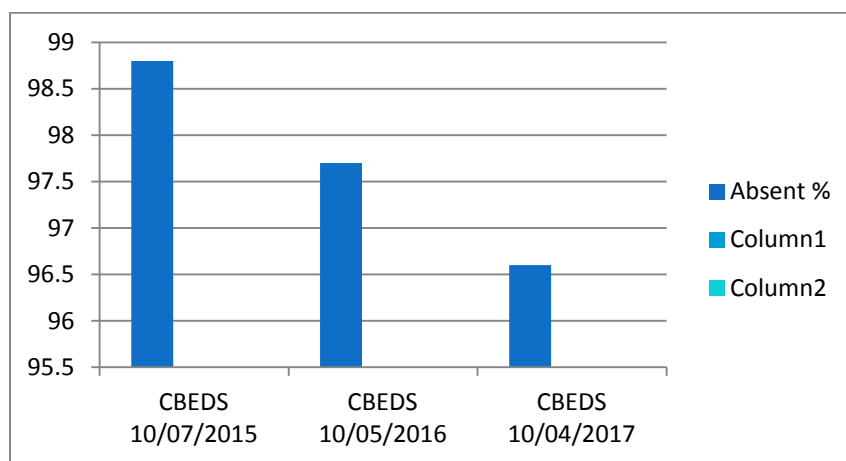
Survey on LCAP Priorities	
Priority: Increase parental involvement and participation	
<i>Year</i>	<i>% Identifying as “High” Priority</i>
2015	38%
2016	39%
2017	41%

- Parenting classes on how to support your child in school (offered in both English and Spanish)
- Parent outreach and education on the new California State Standards and California Assessment of Student Progress and Performance, especially what shifts have taken place and what is going to be expected from students
- Provide more fluid translation services at events for parents
- Community Liaison connection to support all families with outreach to let families know what resources are available in our community
- Availability of translated materials for families at every event
- Connect parent education with well attended events at school (i.e. Back to School)
- Develop clearer guidelines for parent volunteers
- Education for teaching staff of resources within our community
- Parent Education nights with food and daycare provided
- Community outreach for students and their families through home visits
- Identify additional means to communicate information about school events (phone calls, texts) (Open House, Back to School Night, parent/teacher conferences, etc.)
- Increase parent use of the website and social media to connect with up to date information
- Investigate additional tools to increase communication including messaging and scheduling parent/teacher conferences, especially when teachers are coordinating with bilingual community liaisons that cover multiple sites
- Fundraising advertisements should be available in home language as well as English to better communicate with families

Pupil Engagement (SBE Priority 5)

School Attendance Rates

The District-wide attendance rate for the 2015-16 school year was 95.98%, including regular and special education students as compared to 95.92% in 2014-15. In addition, 73.8% of students in the district have an attendance rate of 96% or better as of April, 2017 for the 2016-17 school year. An analysis of subgroup data for the 2015-16 school year revealed that while Re-classified English Learners and English Learners have the highest rate of attendance (93.9% and 85.0% respectively, Foster Youth and Socio-economically disadvantaged student attendance is an area of concern (Foster Youth 79.3% and Socio-economically disadvantaged 74.5%).



ATTENDANCE RATES 2015		ATTENDANCE RATES 2016		ATTENDANCE RATES 2017	
Enrolled 414	98.7%	Enrolled 417	97.8%	Enrolled 433	96.6%

Currently, Manzanita offers a truancy prevention program which includes a monthly attendance report review, truancy warning letters mailed home, and face to face meetings with the parent and principal. Students who have attendance/truancy issues and are identified as struggling academically, behaviorally and/or socially/emotionally are identified and recommended for support services from the school nurse, FSA counselor and school administration. School administration also works with the family to improve attendance as well as address other issues that may be affecting the student's ability to have positive attendance in school.

Surveys of school stakeholders indicate only a moderate desire to increase student engagement rates (attendance).

Survey on LCAP Priorities	
Priority: Increase student engagement	
Year	% Identifying as "High" Priority
2016	52%
2017	53%

Additional needs/areas of concern in this area include:

- Investigate a positive attendance incentive program (with frequent feedback/incentives) to celebrate positive attendance (iMovie of perfect attendance students, front of the line pass, etc.)
- Continue to communicate to parents the importance of regular attendance
- Utilize the school's bilingual staff to work with the families of EL students struggling with attendance
- Share information with parents about the importance of full-day attendance and not pulling students from class early
- Investigate additional ways to communicate attendance/tardy information to parents (texting, emails, etc.)

School Climate (SBE Priority 6)

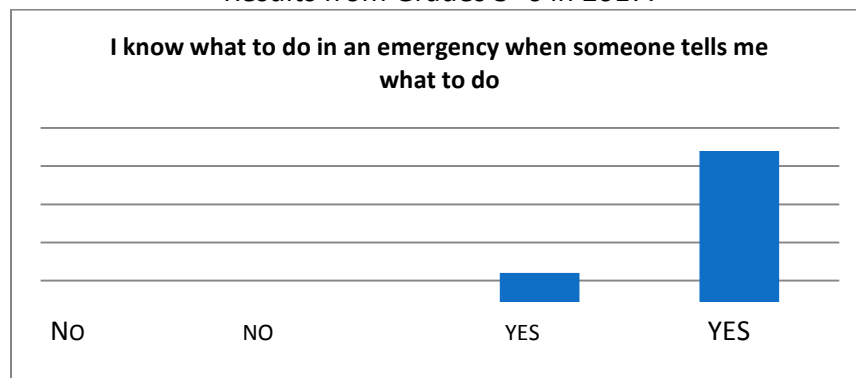
Student Suspension/Expulsion

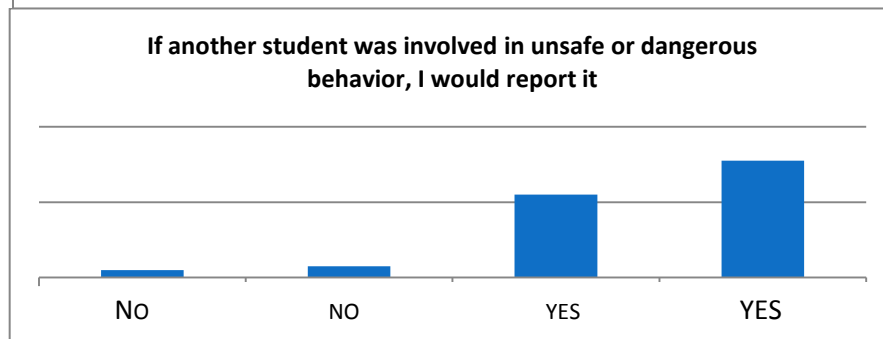
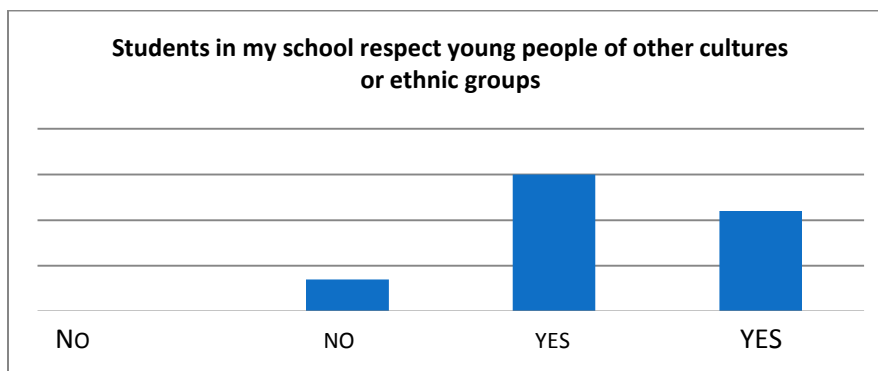
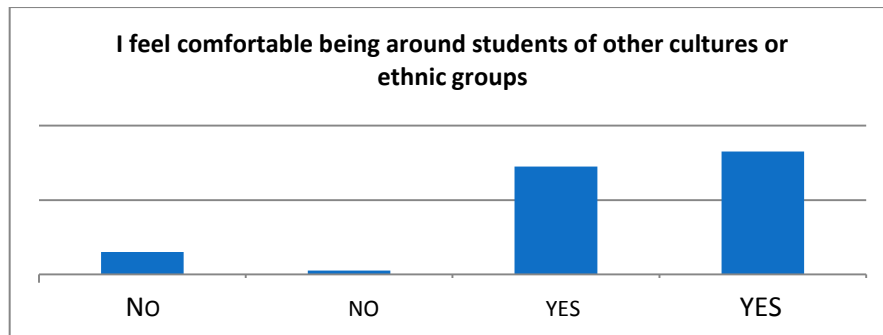
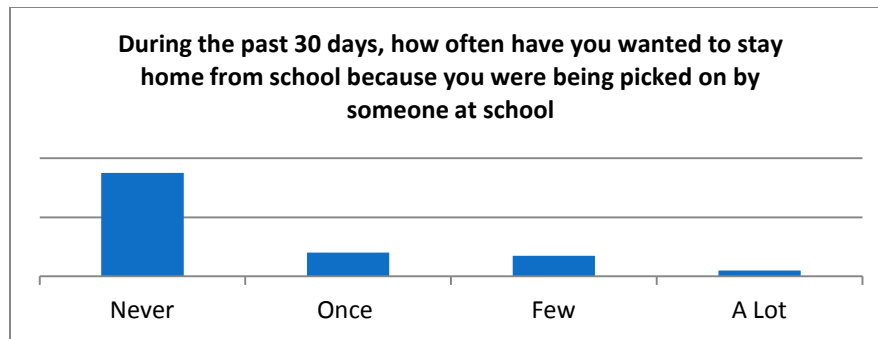
Manzanita's suspension rate for the 2016-17 school year was 7.1 %. The District does expel students from the District; however, the Board of Trustees does exercise the option (when appropriate) to suspend student expulsions and allow students to continue to attend school within the District in conjunction with a mutually agreed upon plan to address behavior, academic, and attendance issues that may exist.

An analysis of the California Dashboard Suspension Rate Report revealed higher suspension rates for Manzanita students when compared to Lompoc Unified School District, Santa Barbara County, and the State of California. Based on this data, MPCS recognizes the need to focus on the ongoing development of social emotional support systems as well as increased professional development in the areas of classroom management. In addition, Manzanita sees the need to better market and communicate the school's unique instructional model so that families have a clear understanding of learning and behavioral expectations within this alternative model.

During the 2017-18 school year, MPCS students in grades 3-6 participated in a comprehensive, youth risk behavior and resilience survey. A few sample results are shared below. The results of this survey showed that most MPCS scholars feel their campus is safe, inclusive, and equitable.

Results from Grades 3- 6 in 2017:





While Manzanita scholars continue to provide positive feedback regarding safety and school culture, the Charter School must still address the higher than average suspension rates for the past 3 years.

Additionally, during the 2016-17 and 2017-18 school years, Manzanita hired two part-time counselors to provide individual and group counseling and support services for identified students. The services currently provided include :

- General Counseling – a licensed counselor is scheduled at the Manzanita campus 3 days per week to provide small group and/or individual counseling to identified students
- Intensive Counseling – a licensed counselor provides services to students with more complex issues 3 days per week
- Universal DESSA social-emotional testing of all scholars; small group 1x weekly 60 minute lessons given on 8 key learning behaviors for identified students

Element 4: Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

NON-PROFIT PUBLIC BENEFIT CORPORATION

Manzanita Public Charter School is a directly funded independent charter school operated as a California non-profit public benefit corporation, pursuant to California law, and has tax exempt status under Internal Revenue Code Section 501(c)(3).

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as **Appendix III**, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

COMPLIANCE ASSURANCE

We assure that Manzanita Public Charter School will comply with all state and federal laws, codes and regulations applicable to directly funded, independently operated charter schools.

GOVERNANCE STRUCTURE

Manzanita Public Charter School will be governed by a corporate Board of Directors (“Board”) pursuant to the Corporation’s adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint another director to ensure that the Board is maintained with an odd number of directors.

Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

The Chairman of the Board of Directors or, if none, the Executive Director/Principal will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Governance Board Directors are selected based on their skills, legal, financial, pedagogical expertise and their commitment to represent the Charter School's student population and uphold the Charter School's mission. Threshold screening criteria for all prospective directors of the Board will be a demonstrated understanding of the mission and vision of the Charter School and an interest in serving the Charter School's target student population. Other relevant criteria for Board Director selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board Directors, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and other ways to actively engage in overseeing the Charter School program. The Board shall determine and approve the appropriate size of the Board within the limits specified in the bylaws.

Board Meetings and Duties

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Executive Director/Principal is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. All Board meetings will be open to the public and each agenda will include time for parent and community input. Board meetings will be held in compliance with the Bylaws and the Board agrees to adhere to the provisions of the Ralph M. Brown Act as it applies to a local public agency. **(See Appendix IV – Board Calendar)**

The Board shall determine and approve any changes to election rights, rules, eligibility or other powers and responsibilities of the Board. Board directors have demonstrated capacity to provide strong fiduciary oversight and thoughtful guidance in policy formation and adoption. The Board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all contracts, approving the Charter School's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the Executive Director/Principal. In conjunction with the Charter School administration, the Board has the responsibility of determining what outside legal and consulting services the Charter School requires and contracting for such services.

The Board of Directors has ultimate responsibility to oversee the Charter School and to ensure the Charter School's success; however, the Charter School Executive Director/Principal and staff will carry out the day-to-day operations of the Charter School. The Board will approve the hiring of all personnel including the Executive Director/Principal. The Executive Director/Principal will be the overall site manager and will report directly to the Board. The Executive Director/Principal will be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. The Charter School staff and parents will work closely with the Executive Director/Principal to implement the educational program. The Executive Director/Principal will be responsible for hiring, evaluating and termination of all personnel and will oversee the conduct of the teaching faculty and other staff.

BOARD RESPONSIBILITIES

The MPCS Board will be responsible for the following, in addition to those responsibilities identified by the Corporations Code:

1. Establishing and approving all major educational and operational policies;
2. Approving contracts and memorandums of understanding;
3. Approving the annual budget and overseeing the school's fiscal affairs;
4. Receipt of operating funds in accordance with the terms and procedures of the Charter Schools Act;
5. Recruiting, hiring and evaluating the performance of the Executive Director/Principal;
6. Personnel policies and procedures and employee disciplinary matters;
7. Approval of hiring recommendations made by the Executive Director/Principal;
8. Approval of contracts with outside entities or persons;
9. Financial audit oversight;
10. Relations with the Authorizer;
11. All matters related to charter approval, amendment or revocation;
12. Assessing MPCS goals, objectives, academic achievements / student progress, financial status, and any need for redirection;
13. Reviewing school and student performance;
14. Receiving reports from and providing recommendations to, the Manzanita Public Charter School Executive Director/Principal and;
15. All matters related to bylaws.

The Charter School has developed personnel policies which are periodically reviewed by Board and the School's legal counsel for compliance with applicable laws. **(See Employee Handbook in Appendix V)**

Board members will comply with the adopted conflict of interest policy and the Corporations Code regarding self-dealing transactions.

BOARD TRAINING AND SUSTAINABILITY

MPCS is committed to continuous improvement and on-going training to assist the Board in fulfilling its responsibilities to act as stewards for the Charter School. To this end, the Board has sought and participated in appropriate training and educational opportunities, both as a full Board and individually. Such training experiences have included full-Board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts.

Ongoing training of and education for new Board members will continue to ensure that members fully grasp their responsibilities and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation and the Charter School will supplement additional training sessions in areas of school oversight, legal and fiscal management.

PARENT INVOLVEMENT IN GOVERNANCE

Parent involvement is a priority at Manzanita Public Charter School. Parents are encouraged to participate in their child's education through a variety of activities including:

- School Site Council
- Parent Teacher Organization
- School Events
- Parent Volunteers
- School parent apps
- Parent Education Events

Parents are kept informed through the Charter School/District website as well as through monthly calendars sent by the school office, trimester "Coffee with the Principal," and social media outlets.

EXCEPTIONAL FINANCIAL HEALTH

Manzanita's conscientious attention to budget development and fund management has continued under the Charter School's Board of Directors who provide a conservative fiscal leadership philosophy. This conservative philosophy has placed the school on a solid fiscal foundation.

The Charter School's ending fund balance as of June 30, 2017 was \$1,129,306.13. This fund balance represents a healthy 28% reserves balance.

As a result of this conservative fiscal policy, the Annual Financial Review (audit) has been free from any findings each year of operation. No material weaknesses or deficiencies have ever been identified.

Additionally, Manzanita continues to be successful at tapping additional sources of revenue above and beyond the traditional base of the Local Control Funding Formula and Federal ESEA funds. Establishment of the Charter School's independent status as a Local Educational Agency and the position of the Charter School in proximity to Vandenberg Air Force Base has permitted the Charter School to receive funds through the Federal Impact Aid Program (Title 9 ESEA). Not only has this contributed substantially to the fiscal foundation of the Charter School but has also permitted the Charter School to offer expanded instruction in performance/visual arts, and music as well as to support the home to school transportation system offered at no-cost to all Manzanita scholars.

The Charter School continues to build grant partnerships with local businesses and agencies. The most recent grants include a Theatre Arts Grant from the SB Bowl and the VAFB Thrift Shop.

Element 5: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

The Charter School will ensure that all legally required qualifications will be met for all teachers, paraprofessionals and all other staff at the Charter School. Because education research consistently demonstrates that teacher quality has the most significant impact on student achievement, MPCs makes it a top priority to recruit, select, hire, train, support and retain the best teachers, as well as administrators, and support staff. Each certificated employee at the Charter School will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Board of Directors and/or the Executive Director/Principal.

The Charter School will adhere to the ESSA requirements or federal statutes with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by Education Code Section 47605(l). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. As specified in the ESSA, as applicable to Charter Schools, MPCs will have flexibility regarding the qualifications needed for teachers in non-core subject areas. In order to ensure implementation of the Charter School's mission and educational philosophy, preference will be given to teachers who have experience designing and implementing a curriculum aligned to State Standards, that supports high student achievement and builds collaborative (socially interactive) learning environments.

GENERAL REQUIREMENTS, HIRING AND PERFORMANCE REVIEW

The Charter School requires background checks and LiveScan fingerprinting for all employees of the Charter School as described below in Element 6. Each employee must furnish proof of tuberculosis risk assessment, as well as documents establishing legal employment status. The Executive Director/Principal and/or his/her designees are responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws.

The Board of Directors hires the Executive Director/Principal. All other staff are hired by the Executive Director/Principal with final approval of the Board. The Charter School hires all personnel based upon their ability to carry out instructional programs and services. As vacancies are created, the Executive Director/Principal forms a committee comprised of teachers, parents, staff and Board Directors to recruit and interview candidates. The committee and Charter School administration review the candidates' credentials before a job offer is made to the candidate and recommendation is made to the Board for employment.

The Board conducts the performance review of the Executive Director/Principal. The Executive Director/Principal manages a process for regular review of all other certificated and non-certificated staff that includes multiple measures of performance. **(See Appendix VI)**

GENERAL QUALIFICATIONS

All staff members must possess a firm belief in the Manzanita Public Charter School mission and core instructional beliefs, exemplary personal character, love of students and the belief that all students can succeed. Ideal candidates will demonstrate some or all of the following:

- Commitment to the MPCS mission and beliefs.
- Ability to prioritize and manage multiple tasks with the ability to focus singularly when it involves instruction of or interaction with students.
- Willingness to work and contribute as a member of a team to ensure continuous improvement for students and staff.
- Willingness to have frequent and honest dialogue about job performance. Capacity to develop student independence and learning ownership
- Regular, punctual attendance and professional appearance and behavior. Strong oral and written communication skills.

POSITION QUALIFICATIONS

Teachers

The Charter School will employ teaching staff that hold appropriate California teaching credentials, certifications, permits, or other documents issued by the Commission on Teacher Credentialing or an equivalent body for out-of-state credential holders, including BCLAD or CLAD certification as required for teachers of English Learners. These teachers will teach the academic core subjects of mathematics, language arts, science, history /social science, physical education and visual/performing arts. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

The Charter School adheres to all applicable laws and their implementing regulations in all hiring practices of teaching staff. As such, teachers are responsible for each of the students assigned to them as teacher of record, and every student in the Charter School is assigned to one teacher of record. The teacher of record is responsible for overseeing the student's academic progress and is the person who monitors and is responsible for grading and matriculation decisions as specified in the Charter School's operational policies.

Non-certificated staff may also be hired or retained to assist in the instruction of subject areas, but only under the direct guidance of a credentialed teacher. Such non-certificated staff do not assign grades or work assignments without prior approval of the teacher of record to whom the student is assigned. The qualifications for the position of teacher will include but not be limited to the following:

Minimum Qualifications:

- Bachelor's degree
- Certification as required by the Education Code for the specific teaching position(s).

Desirable Qualifications:

- Master's degree
- Teaching experience
- Experience working with a diverse community

Required Skills:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Knowledge of student assessment and the ability to use data to guide teaching practices.
- Ability to effectively use a broad range of instructional designs, instructional strategies, teaching the curriculum with fidelity, providing a flexibly paced coherent curriculum, establish challenging standard based goals and effective student feedback.
- Proficiency in the use of technology as an integrated learning tool.
- Effective classroom management skills that contribute to student collaboration and learning independence

Executive Director/Principal

Criteria for hiring will include proven experience, educational leadership, educational vision, experience with socioeconomic disadvantaged and racial sub-groups, demonstrated ability in program design and curriculum development, entrepreneurial qualities, knowledge and experience with business practices, a commitment to the Charter School concept, and the Charter School's mission. The Executive Director/Principal is the primary administrator of the Charter School's program. In this role, the Executive Director/Principal must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The Executive Director/Principal's qualifications will include but not be limited to the following:

Minimum Qualifications:

- Current teaching credential issued by a recognized state or national credentialing authority;
- Clear Administrative Credential;
- Commitment to the Charter School concept;
- Master's degree or equivalent;
- At least 5 years administrative experience in the education field including curriculum implementation.

Required Skills:

- The ability to articulate and support the vision and values of the Manzanita Public Charter School program.
- The ability to lead effectively within a team environment by involving all stakeholders in the planning, implementing and evaluating of the Charter School's programs.
- The ability to demonstrate core knowledge and expertise in the areas of instructional, managerial, legal, financial and personnel issues faced every day.
- The ability to listen and communicate effectively with staff, students, parents, and the community.
- The ability to use appropriate communication tools, especially current technologies.
- Experience with school budget development and the ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records.
- The ability to exhibit and promote multicultural awareness, gender sensitivity, racial and ethnic appreciation.
- Knowledge of California public school education with emphasis on charter school operations.
- The desire and ability to engage in continuing education and skills upgrading.
- The ability to create and maintain a safe, orderly, positive and effective learning environment.
- The ability to work well with the Charter School Board.

Vice Principal

Criteria for hiring will include proven educational experience, leadership, vision, and experience with socioeconomic disadvantaged and racial sub-groups, as well as demonstrated ability in program design and curriculum development, a commitment to educational reform, and the school's mission.

The Vice Principal works closely with the Executive Director/Principal of the Charter School. In this role, the Vice Principal must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The qualifications for the position of Vice Principal will include but not be limited to the following:

Minimum Qualifications:

- Current teaching credential issued by a recognized state or national credentialing authority.
- Master's degree or equivalent.
- Clear Administrative Credential.

Required Skills:

- The ability to lead effective staff development in all content areas.
- The ability to use appropriate communication tools, especially current technologies.
- The desire and ability to engage in continuing education and skills upgrading.
- The ability to create and maintain a safe, orderly, positive and effective learning environment.
- The ability to articulate and support the philosophy and direction of the Charter School academic program.
- The ability to implement program initiatives through appropriate professional development for staff.
- The ability to listen and communicate effectively with staff, students, parents, and the community, to better meet the needs of the students in the Charter School.
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation.
- The ability to make informed, sound, and objective judgments.
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Fiscal Director ("FD")

The Charter School's Fiscal Director is the chief oversight manager of the fiscal operations of the Charter School. In this role, the Fiscal Director must possess leadership skills while working closely with the Executive Director/Principal, staff, governance board, and community.

The Fiscal Director is responsible for providing office management support which includes scheduling, coordinating, accounting, budget development, clerical, in-servicing staff, etc.

The Fiscal Director will report regularly to the Executive Director/Principal on any fiscal or compliance developments. The FD works closely with accountants and auditors on school budget management, chart of accounts and fiscal services, as well as overseeing records maintenance. The FD also researches, procures and administers risk management programs including commercial liability, workman's compensation, and health and welfare plans.

The Fiscal Director will help assign, direct, and monitor the work of clerical staff, represent the Charter School's program by serving on committees and attending meetings, compile operational statistics and State reports, keep abreast of Federal and State regulations, and help supervise staff in maintaining inventory of office and instructional supplies.

Minimum Qualifications:

- Bachelor's degree and/or minimum five years school business management experience.
- Experience with school fiscal compliance
- Strong understanding of audit procedures
- Experience with routine school site maintenance and operations.
- Solid understanding of 501(c)(3) non-profit regulations and guidelines
- Ability to analyze and project multi-year budgets
- Strong written and verbal communication
- Ability to work well with Board, Executive Director/Principal, and office staff

Support Staff

The Charter School also hires administrative and instructional support staff to assist in the business, operations, and organizational work of the Charter School and in the care and instruction of the students. The Charter School administrative and operational staff will have demonstrated experience and expertise in the issues and work tasks required of them. All non-instructional staff will possess the experience and expertise appropriate for their position and the Charter School's adopted personnel policies.

Element 6: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School maintains and implements full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management advisors. Health and safety issues will be addressed in accordance with the Charter School Board policies. These policies will be incorporated as appropriate into the student and staff handbooks and updated on a regular basis, and will be reviewed on an ongoing basis by the Executive Director/Principal and Board of Directors. **(See Appendix V)** The Charter School shall ensure that staff are trained annually on the health and safety policies. The policies are subject to regular updates and amendments based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other applicable laws, and any requirements of the Charter School's insurance carriers.

In summary, these policies and procedures address the following:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant

to Education Code Sections 44830.1 and 45122.1. The Executive Director/Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director/Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Emergency Preparedness

The Charter School shall maintain a Comprehensive School Safety Plan, which includes policies and procedures for school-wide training to respond to natural disasters and emergencies, including fires and earthquakes. **(See Appendix VII)**

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Blood-borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, color, creed, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

Student Wellness

The Charter School shall implement a policy to guide student wellness, regarding physical activity and designed to build the skills and knowledge to maintain a healthy lifestyle.

Element 7: Racial and Ethnic Balance

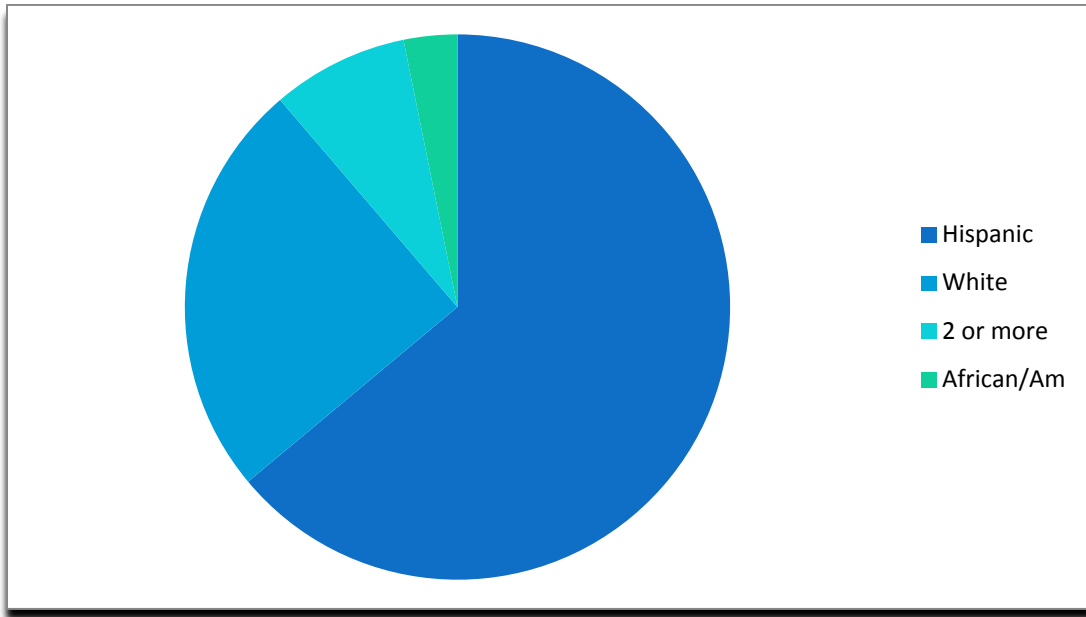
Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Manzanita Public Charter School's ongoing student diversity is both a strength and a challenge. In 2008-09, when the Charter School first opened, student enrollment was 50% Hispanic/Latino and 40% White-not Hispanic. In 2017, enrollment reflects a 62.4% Hispanic population with 24.2% white-non Hispanic learners. The percentage of English Learners and military dependent students has not fluctuated significantly over the past ten years and has remained steady at approximately 25 to 30% respectively. The percentage of students identified as socio-economically disadvantaged has grown from 47% to 61% during the past 5 years.

The Charter School closely reflects the racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district. The Charter School implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of LUSD:

1. An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
2. The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the District, including materials in languages other than English to appeal to limited English proficient populations;
3. The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.
4. Direct outreach strategies such as direct mail and public forums highlighting elements of the educational programs featured at the Charter School;
5. Public announcements in local newspapers to invite the community to attend Charter School events, open house and meetings;
6. Press releases and coverage of Charter School activities in local media.

2016-17 Manzanita Charter School Demographics



Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

The Charter School actively recruits a diverse student population. Parents/guardians who understand and value the Charter School's mission and are committed to the Charter School's instructional and educational philosophy are encouraged to apply for enrollment of their children.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit any child who wishes to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School shall comply with laws establishing minimum and maximum age for public school attendance in charter schools (e.g., old enough to join TK/Kindergarten). Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School has a scholar/parent/teacher compact which all parents/guardians are asked to sign, and informational meetings, which parents are asked to attend. However, a family cannot be turned away for refusing to sign this compact or refusing to attend informational meetings. In no instance will a student be refused admission nor be subjected to any form of discipline for failure of a parent/guardian to sign or comply with the scholar/parent/teacher compact.

SCHOLAR/PARENT/TEACHER COMPACT

This compact includes:

- 1) An agreement to abide by the academic and behavioral rules of the school. Parents/legal guardians and students are asked to sign the compact stating they understand the academic and behavior policies of the Charter School and will support those policies at home and will work to ensure that children abide by the rules of the school.

NO ADMISSION TESTING

Post matriculation, the Charter School holds a grade level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments are not used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments are administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level, or need extra instructional support, will receive targeted intervention during the instructional day.

APPLICATION AND ENROLLMENT PROCESS

The Charter School has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following:

1. Outreach and marketing
2. School tours for students and parents
3. An admissions application period
4. An admissions lottery, if necessary
5. Interaction with families whose children currently attend the lowest performing schools in the LUSD School District

The Charter School fills vacancies or openings that become available after this process using the lottery and waiting list process.

The Charter School has developed a standardized application form required of all prospective students. Posted on the Charter School website and distributed to prospective students/parents is information detailing the educational philosophy, discipline policy, and parent participation plan of the Charter School.

LOTTERY ADMISSIONS

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, if the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade will be filled by a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. This lottery will be held in a public setting. The lottery will be conducted with the following admissions preferences given to

students in the following order:

- a) Siblings of students admitted to or attending the Charter School.
- b) Residents of the Lompoc Unified School District (as required in Education Code Section 47605(d)(2)(b)).
- c) All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Drawings will be held on a grade by grade basis to fill the available slots per grade level. All applicants to a grade will have their name randomly drawn. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity will be placed on an admissions waiting list for that grade in the order that they were drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

After the lottery, admitted families will receive their official enrollment forms and will be informed of the enrollment process detailed below. If the number of applications does not exceed the number of spaces available in each grade in the Charter School there will be no lottery, and all students who submitted complete the application forms will be enrolled.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

ENROLLMENT PROCESS

Applications for admission will be made available in December of the previous year and will be due by the third Friday in March. The Charter School will conduct the lottery in the spring for enrollment in fall of that year. Parents will be notified by May of official acceptance to the Charter School.

Element 9: Annual, Independent Financial Audits

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

AUDITS

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor and oversee the completion of the annual audit of the Charter School's financial affairs. Each audit is made by a certified public accountant selected from the State Controller's published list of educational audit providers. The auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The members of the audit team will not have a direct, personal financial stake in matters audited. The scope of the audit will include all elements mandated by the Audit Guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law. The scope of the audit will verify the accuracy of the Charter School's financial statements, average daily attendance and enrollment accounting practices, and reviews the Charter School's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director/Principal will review any audit exceptions or deficiencies, and under advisement of Charter School accounting professionals, will make recommendations to the Board on how to resolve them. The Board will report to the District regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process as outlined in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Suspension and Expulsion Policy and Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Surveys of stakeholders indicate a strong desire to maintain a positive school climate as well as to create a sense of safety and school connectedness and reduce suspensions and expulsion in the Manzanita Public Charter School District.

Survey on LCAP Priorities	
Priority: Maintain a positive school climate	
Year	% Identifying as "High" Priority
2016	79%
2017	76%

Additional needs/areas of concern in this area include:

- Additional student led programs to support conflict resolution and leadership such as Peacemakers and Restorative Justice strategies
- Additional social skills instruction in the early grades (such as a small group working with social stories)
- Social media education for students, parents, and staff
- A Response to Intervention approach for behavior issues
- Documentation of teacher classroom suspensions
- Continued Phase in of Positive Behavior Intervention System (PBIS)
- Students in the Caucasian/military subgroup appear to be over-represented in incidents requiring suspension/expulsion – explore alternatives to suspension/expulsion including early intervention and partnering with VAFB resources
- Identify community resources available for families/students
- Provide opportunities for students to interact on campus (buddy bench, extracurricular activities, service clubs, etc.)
- Improve environmental aesthetics (murals, garden, student seating, flags, concrete paintings, etc.)

- Increase school connectedness through extracurricular activities
- Utilize DESSA tool to measure school connectedness each year

Manzanita Public Charter (Vandenberg Air Force Base, CA)

Lompoc Unified

[Return to Search](#)

[View the Dashboard Report](#)

Suspension (Elementary School) - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Select an Indicator: Suspension Indicator Reporting Year: 2017 (Fall)

[View Detailed Data](#)

LEVEL	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly by 1.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low greater than 0.5% to 1.0%	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium greater than 1.0% to 3.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
High greater than 3.0% to 6.0%	Red ▪ White	Orange (None)	Orange (None)	Yellow (None)	Yellow ▪ English Learners
Very High greater than 6.0%	Red ▪ Two or More Races	Red ▪ Socioeconomically Disadvantaged ▪ Students with Disabilities	Red ▪ All Students (School Placement)	Orange (None)	Yellow ▪ Hispanic

Manzanita's 2017 Dashboard suspension data results show room for growth. While suspension rates for EL learners and Hispanic students significantly improved by decreasing 1% or more, suspension rates for white and SED students have increased and show a need for improvement.

The Pupil Suspension and Expulsion Policy has been created in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and procedures. The Charter School is committed to annual review of policies and procedures surrounding the suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

To reduce suspension rates at the Charter School, the Charter School has established the following social emotional and classroom programs:

1. Universal social-emotional screening tool called DESSA administered to all TK-6 students
2. Weekly, DESSA small group social emotional counseling/teaching sessions for identified students guided by licensed counselors. Data tracked and shared to teachers on a trimester basis.
3. New discipline structure which includes bucket dipping language, Paw Print rewards program, behavior intervention plans, as described below.

MANZANITA IS A "BUCKET FILLING" SCHOOL GRADES TK-3 DISCIPLINE POLICY

Manzanita is a "Bucket Filling" school where people focus on the good and best in others.

- Happy, confident children who are able to express kindness, respect, and appreciation toward others.
- Compassionate children who are other-centered.
- Resilient children who are able to bounce back from bucket dipping.
- Scholars who are healthy mentally, emotionally, and socially.
- Safe, positive, nurturing schools where all scholars are well able to learn and succeed.

Scholars are required to memorize and apply the pledge.

Bucket Filler's Pledge: *I promise to do my best every day to be a bucket filler, not to dip, and to use my lid for myself and others at home, at school, and everywhere I go.*

THREE BUCKET FILLER RULES

1. Be a Bucket Filler
2. Don't Dip
3. Use Your Lid

THREE BUCKET FILLING LAWS

1. When you fill someone else's bucket, you fill your own.
2. When you dip into someone's bucket, you dip into your own.
3. When someone dips into your bucket, your lid controls how much is taken out.

To learn more about building a "Bucket filling" school, community, and world go to <http://www.bucketfillers101.com> for more information.

BUCKET FILLING SCHOOL CULTURE AND BEHAVIOR

MPCS is committed to ensuring that all scholars participate and achieve success in the charter school's educational program. To meet this goal, we strive to provide a school climate free from harassment/bullying. Scholars, teachers, and staff will utilize this behavior system.

MANZANITA'S "MISSION CRITICAL" BUCKET DIPPING RULES

Rule #1

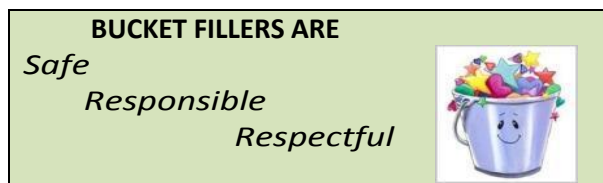
I will keep hands and feet to self, at all times, to support our learning.

Rule #2

I will not use disruptive words such as foul language, bullying terms, and deliberately off-topic words, to get in the way of our learning.

Rule #3

I will not be defiant or refuse to do my work because it affects our learning and safety.



GRADES 4-6 DISCIPLINE POLICY

MPCS follows a progressive discipline policy for upper grade scholars. This policy includes the following school rules as they apply to minor infractions:

Rule #1

Scholars will keep hands and feet to self, at all times, to support their learning.

Rule #2

Scholars will not use disruptive words such as foul language, bullying terms, and deliberately off-topic words, to get in the way of their learning.

Rule #3

Scholars will not be defiant or refuse to do classroom work because it affects their learning and safety.

When students break these rules and/or other discipline policies of the Charter School, MPCS will follow its Suspension and Expulsion Policy included below.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The policy and its procedures will be printed and distributed as part of the Student Handbook. In addition, the Student Conduct Code will be posted on the school's website. The Handbook and the Student Conduct Code will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director/Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for serviced under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education student except when federal and state law mandates additional or different procedures. The

Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such service or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own

safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 2) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director/Principal or the Executive Director/Principal’s administrative designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director/Principal or designee.

The conference may be omitted if the Executive Director/Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of student or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives his right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director/Principal or Executive Director/Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director/Principal or designee upon either of the following:

- 1) the pupil's presence will be disruptive to the education process; or
- 2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director/Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one of both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director/Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director/Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placement during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director/Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director/Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seek readmission

O. Special Procedures for the Consideration of Suspension and Expulsion of Student with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention service and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and the relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to another placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director/Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Retirement Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 46705(b)(5)(K).

Certificated staff at the Charter School participate in the State Teachers' Retirement System ("STRS") and may also participate in a 403(b) plan as a supplemental retirement program. Non-certificated staff at the Charter School participate in the federal social security system.

On behalf of its full-time, non-certificated employees, the Charter School contributes to a 403(b) plan according to policies and resolutions adopted by the Board. Non-certificated staff may choose to make additional contributions to the 403(b) plan.

The Charter School currently contracts with the Santa Barbara County Office of Education to process the Charter School's payroll. The SBCEO creates all reports required by STRS. The Charter School pays the SBCEO a reasonable fee for the provision of such services. The Charter School's Fiscal Director is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

Manzanita Public Charter School is a school of choice and, as such, no student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

The Charter School informs parents/guardians of each enrolled student on admissions forms that MPCS students have no right to admission in a particular school or program of any local education agency as a consequence of enrollment in Manzanita Public Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of Lompoc Unified School District who choose to leave the employment of LUSD to work at Manzanita Public Charter School will have no automatic rights of return to LUSD after

employment by the Charter School unless specifically granted by LUSD through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district is transferrable to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

INTENT

The intent of this dispute resolution process is to:

- (1) resolve disputes within the Charter School pursuant to the Charter School's policies,
- (2) minimize the oversight burden on LUSD, and
- (3) ensure a fair and timely resolution of disputes.

PUBLIC COMMENTS

The members of the Charter School Board of Directors and the staff of the Charter School and the District agree to resolve all disputes regarding this Charter School pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING WITHIN THE CHARTER SCHOOL

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Charter School Board members, shall be resolved by the Charter School and the Board pursuant to dispute resolution policies and procedures developed by the Charter School Board. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

The District shall not intervene in any such internal disputes without the consent of the Charter School Board and shall promptly refer any complaints or reports regarding such disputes to the Board Chairperson or the Charter School Principal for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board and/or Executive Director/Principal of the Charter School has requested the District to intervene in the dispute.

DISPUTES BETWEEN THE CHARTER SCHOOL AND LUSD

For the past 10 years of operation, the Charter School and LUSD have been free from disputes, and it is the aim of the Charter School to maintain a productive working relationship with the District. In the event that the Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the dispute resolution process outlined below:

1. In the event of a dispute between the Charter School and the District, the staff and Board members of the Charter School and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and the Charter School Executive Director/Principal, or their respective designees. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, the process outlined in Education Code Section 47607(d)-(e) will be specifically noted in the written dispute statement.
2. The Charter School Executive Director/Principal and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than ## business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective boards who shall jointly meet with the District Superintendent and the Executive Director/Principal and attempt to resolve the dispute within 5-10 days from receipt of the dispute statement.
3. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director/Principal, or their respective designees, shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director/Principal, or their respective designees. Mediation shall be held within 30 days of the receipt of the dispute statement. The Superintendent and the Executive Director/Principal shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The Charter School and the District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.
4. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Element 15: Closure Protocol

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. Education Code Section 47605(b)(5)(P).

If the Charter School ceases operation, and the Board determines that there is no successor charter school which can carry out the mission of the Charter School, then the Charter School shall designate an entity or individual to be responsible for conducting closure-related activities. The designated entity or individual shall be known as the Authorized Closer.

The Authorized Closer shall commence closure proceedings by promptly notifying parents/guardians and pupils of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) and the California Department of Education. The notice shall include the effective date of the closure ("Closure Date"), the name(s) of and contact information for the person(s) to contact for information related to the closure, the pupils' school districts of residence, and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records shall be maintained and transferred to and maintained by the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months of the Charter School's closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit must include at least the following:

- An accounting of all final assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value;
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; and
- An assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School shall use, but is not limited to, the Charter School reserve funds to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

The Charter School's Executive Director/Principal oversees the business operations of the Charter School with the assistance of the Charter School's Fiscal Director. Beginning in 2016, the Charter School re-structured its business operations team by creating a Fiscal Director position held by former fiscal consultant Nancy Dow. In addition, back office support was expanded to include HR and OASIS/CALPADS administrative assistants to oversee the Charter School's compliance demands in these areas. The Charter School also utilizes the Santa Barbara County Office of Education for generation of paychecks and tax/retirement withholdings. The Charter School coordinates with the County Office of Education to report pertinent STRS payroll

data. The Charter School maintains its own comprehensive health insurance and benefits policies via small business plans currently offered in the charter marketplace.

The Charter School retains the right to separately purchase administrative or other services from the District, if the District wishes to offer such services. Any services to be purchased from the District shall be mutually agreed upon, and the specific terms and costs for these services will be the subject of a memorandum of understanding between the Charter School and the District, and subject to District availability and willingness to provide such services.

BUDGETS AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached as **Appendix VIII**, please find the following documents:

- Budget
- Financial projections and cash flow for the next three years of operation

Financial Plan (Budget)

Each year according to the timeline specified in the Education Code, the Governance Board will adopt a budget, oversee and provide interim State reports detailing revenues and expenses incurred by the Charter School. The budget and interim financial reports are made available for public review and provided as described below.

Cash Management

Cash flow statements are prepared annually and monitored monthly or as needed to ensure solvency and stability. State revenue projections and budget assumptions for current and future years are provided through information obtained from School Services of California and the Charter Schools Development Center.

Financial Reporting

Manzanita Public Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1st, a preliminary budget for the current fiscal year.
- By July 1st, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
- By December 15th, an interim financial report for the current fiscal year reflecting changes through October 31st. Additionally, on December 15th, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
- By March 15th, a second interim financial report for the current fiscal year reflecting changes through January 31st.

- By September 15th, a final unaudited financial report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP. The Charter School utilizes OASIS (Innovative School Solutions) for its student data attendance recording and accounting system which complies with state law and is CALPADS compatible.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Revenues

The sources of State revenue received by the Charter School are adjusted according to the current State budget allocation for K-12 education and Federal sources as allocated by the U.S. Department of Education. State deferrals of revenue require the Charter School's Fiscal and Executive Director/Principal to collaborate and diligently monitor cash flow. Adjustments are made to expenditures as revenue is received or deferred to ensure solid reserves are maintained in order to meet the financial obligations of the school.

Expenses

Payroll is processed via the SBCEO (Santa Barbara County Education Office). Funds for use by the Charter School are maintained in the Santa Barbara County Treasury. A negotiated amount for oversight fees, and site utilities are paid to the authorizing district. The Charter School outsources through contracted service for home to school transportation, IT support and management, and annual audits. Instructional materials, curriculum, office supplies, building maintenance and routine expenses are tracked and paid using small business accounting software and through funds maintained in a local, federally insured bank account.

Manzanita Public Charter is a directly funded Charter School. The Charter School maintains funds for use by the school in a non speculative and federally insured bank account. The Charter School currently maintains checking and savings accounts at Community Bank of Lompoc. State aid, Charter Block Grant, all state revenue, in-lieu property taxes, lottery and most Federal funds are received by the office of the County Treasurer. The school's Executive Director/Principal and Governing Board Treasurer are the only signers on these accounts.

INSURANCE

Lompoc Unified School District shall not be required to provide coverage to the Charter School under any of the District's self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, as a minimum, insurance as set forth below to protect the Charter School from claims which may arise from its operations. The District shall be named as an additional insured under all insurances carried by the Charter School. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the Charter School from claims under Workers' Compensation Acts, which may arise from its operations; and
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the Lompoc Unified School District and the District Board as additional insured's.

Insurance Certificates

The Charter School shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District. Facsimile or reproduced signatures are not acceptable. The District reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, errors & omissions, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

FACILITIES

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

The Manzanita Public Charter School annually prepares a written request for facilities to be provided by the District through the process outlined by California Education Code section 47614 also known as Proposition 39.

The school site offered by the District and accepted by the Charter School is a 14.92 acre site located at 991 Mountain View Boulevard, Vandenberg Air Force Base, California and formerly known as "Los Padres Elementary School." In the Proposition 39 agreement, the District has agreed to allow the Charter School "exclusive use of the Premises." The facility was constructed

in 1961 and has undergone routine maintenance since its construction but no major rehabilitation of the site or its structures has taken place. The land on which the Charter School and the nearby Vandenberg Middle School is constructed is leased from the United States Air Force, which retains ownership of the land. However, title to the buildings is retained by the District. The District negotiates with the Air Force for the continued lease of the land. See **Appendix IX** for the Facilities Agreement.

OVERSIGHT

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Lompoc Unified School District may inspect or observe any part of the Charter School at any time. With only occasional exceptions, the District will seek to provide notice to the Charter School at least three working days prior to any inspection, observation, or monitoring. If the District believes it has cause to revoke this charter, the District agrees to notify the Charter School Board in writing, noting the specific reasonable time to respond to the notice and take corrective action.

The Charter School understands and accepts that the District Board may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law and regulations, provided however that LUSD has given the Charter School prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the District determines, in writing, that the violation constitutes a "severe and imminent threat to the health or safety of students." (Education Code Section 47607(d)). MPCs agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

The LUSD Bboard agrees to receive and review the annual fiscal and programmatic performance review and annual audit. Within two months of the receipt of this review, the District must notify the Charter School Board if it considers the Charter School to not be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the District's conclusions.

TRANSPORTATION

The Charter School shall be responsible for any transportation offered to students who enroll in the Charter School.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district.
Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts, obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Manzanita Public Charter School will work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting or other requested protocol to ensure the District will not be liable for the operation of the Charter School.

Further, the Charter School intends to renew a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDIX I	CDE DATAQUEST/CAASPP REPORTS
APPENDIX II	2018-19 DRAFT ACADEMIC CALENDAR
APPENDIX III	ARTICLES OF INCORPORATION, BYLAWS, AND CONFLICT OF INTEREST CODE
APPENDIX IV	BOARD CALENDAR
APPENDIX V	SCHOLAR-PARENT HANDBOOK AND EMPLOYEE HANDBOOK
APPENDIX VI	CERTIFICATED TEACHER EVALUATION FORM/CLASSIFIED EVALUATION FORMS
APPENDIX VII	COMPREHENSIVE SCHOOL SAFETY PLAN
APPENDIX VIII	BUDGET DOCUMENTS
APPENDIX IX	FACILITIES AGREEMENT