

# **Manzanita Community Day School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Manzanita Community Day School
<b>Street</b>	32996 Road 228, PO Box 339
<b>City, State, Zip</b>	North Fork, CA 93643
<b>Phone Number</b>	559-877-6209
<b>Principal</b>	Rhonda Corippo
<b>Email Address</b>	rcorippo@mychawanakee.org
<b>Website</b>	<a href="http://www.chawanakee.k12.ca.us/Manzanita%20CDS/">http://www.chawanakee.k12.ca.us/Manzanita%20CDS/</a>
<b>County-District-School (CDS) Code</b>	20-75606-6113948

Entity	Contact Information
<b>District Name</b>	CHAWANAKEE UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	559.877.6209
<b>Superintendent</b>	Darren Sylvia
<b>Email Address</b>	dsylvia@mychawanakee.org
<b>Website</b>	www.chawanakee.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

Manzanita Community Day School is a small school that services students grades 5-12.

Our Mission is to provide superior programs that foster excellence and success, to develop resourceful thinkers and learners, and to prepare students to be ethical and responsible citizens.

In support of this mission, the District is committed to:

- providing every student to become competent and confident in a rapidly changing world;
- focusing the educational environment on all aspects of student growth;
- nurturing and encouraging innovation and progressive thinking to develop a strong professional staff to create enhanced opportunities for students;
- encouraging staff to continue to model appropriate behavior and demonstrate excellence;
- cooperating with staff, students, parents and our communities to provide a safe, flexible, responsive, and unrivaled educational environment;
- informing the community of the considerable accomplishments of our students and of the various activities of the district;
- identifying and developing community resources that can be used to support our district;
- working cooperatively with our communities, other public agencies and the development industry and address our facilities' needs;
- managing the district's human, material, and fiscal resources responsibly and ethically;
- empowering parents to be responsible for the educational opportunities for their children by supporting and promoting parent choice.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 7</b>	1
<b>Grade 8</b>	1
<b>Total Enrollment</b>	2

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
<b>American Indian or Alaska Native</b>	50
<b>Hispanic or Latino</b>	50
<b>Socioeconomically Disadvantaged</b>	100
<b>Homeless</b>	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	1	1	1	66
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** January 2020

Chawanakee Unified School District held a Public Hearing on September 10, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Visual/Performing Arts, Health, and Foreign Language, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination, upon request, prior to adoption. The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5: Houghton Mifflin Adopted in 2004  7th-8th: Holt, Rinehart & Winston adopted in 2004  9th-12th: Globe Fearon, McDougal Littell adopted in 2004	Yes	0
<b>Mathematics</b>	k-5: McGraw Hill My Math adopted in 2014  7th-8th: Harcourt Go Math adopted in 2014  9th-12th: Big Ideas Math adopted in 2015	Yes	0
<b>Science</b>	K-8: Amplify Science adopted December 2019	Yes	0
<b>History-Social Science</b>	7th-8th: McDougal Littell adopted in 2006  9th-12th: McDougal Littell, Prentice Hall adopted in 2006	Yes	0
<b>Foreign Language</b>	9th-12th: Ultimate adopted in 1994	Yes	0
<b>Health</b>	9th-12th: Globe Pearson adopted in 1994	Yes	0
<b>Visual and Performing Arts</b>	9th-12th: Artistic Pursuit adopted in 2001	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Manzanita Community Day School is located in a building near the district office. Facilities include two permanent classrooms and a playground area. The facility strongly supports teaching and learning through its ample classroom space. The chart displays the results of the most recent facilities inspection.

#### Cleaning Process

The principal and certificated staff works daily with the one part-time custodial staff member to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/10/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	One cabinet needs to be secured to the wall and the fire extinguisher needs to be mounted. The cabinet was secured to the wall and the fire extinguisher was mounted.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	--	47	44	50	50
Mathematics (grades 3-8 and 11)	--	--	24	26	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## Career Technical Education Programs (School Year 2018-19)

Manzanita Community Day School students may enroll in ROP courses at the comprehensive high schools in the district. Students who wish to learn more about ROP courses available may contact Claudia VanDenBergh at (559) 868-8689.

## Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.



## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

The teacher on staff encourages parents to participate in the program and help provide hands on and enriching experiences for all of the students. Parents are encouraged to participate in their student's academic work as well.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate		--		2.6	3.7	3.2	9.7	9.1	9.6
Graduation Rate		--		89.7	91.9	91.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	18.2	--	--	4.9	6.5	5.5	3.6	3.5	3.5
Expulsions	0.0	--	--	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Manzanita Community Day. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff, and certificated staff supervise students during lunch. Certificated staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in January 2020. All revisions were communicated to both the classified and certificated staff. It was approved by the Chawanakee Unified School District Board of Trustees on January 14, 2020. An updated copy of the plan is available to the public at the school and District offices.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	1	3			1	2			2	1		
Mathematics	1	3			1	2			1	2		
Science	1	2			1	1			1	2		
Social Science	1	4			1	3			2	1		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	26678.51	0	26678.51	67042.96
District	N/A	N/A	9405.18	58115.53
Percent Difference - School Site and District	N/A	N/A	95.7	14.3
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	112.2	3.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding, Manzanita Community Day School receives state and federal funding for the following categorical funds and other support programs:

- Instructional Materials
- Lottery
- Title 1

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	44,927	\$43,574
Mid-Range Teacher Salary	\$56,332	\$63,243
Highest Teacher Salary	\$70,632	\$86,896
Average Principal Salary (Elementary)	NA	\$103,506
Average Principal Salary (Middle)	\$NA	\$108,961
Average Principal Salary (High)	\$NA	\$108,954
Superintendent Salary	\$156,101	\$136,125
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

The staff member builds teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. 3 staff development days were offered by the district.

For 16-17- we began the Math curriculum development implementing the new district benchmarking system and continued the development and implementation of the ELA curriculum and new writing curriculum There were three teacher in-service days and the 30 minimum days that were used as training. Teachers also attended the Model School Conference for three days.

Staff meetings include ELA, Math and Writing training and support. During staff meetings, student performance and data is reviewed from Iready, Benchmarks, and CAASP testing.

The conferences and workshops include:

- \*Model School Training
- \*ELA workshops/training
- \*Math workshops/training
- \*IReady training

For 17-18- we continued the Math curriculum development implementing the new district benchmarking system and continued the development and implementation of the ELA curriculum and new writing curriculum There were three teacher in-service days and the 30 minimum days that were used as training. Teachers also attended the Model School Conference for three days.

Staff meetings include ELA, Math and Writing training and support. During staff meetings, student performance and data is reviewed from Iready, Benchmarks, and CAASP testing.

The conferences and workshops include:

- \*Model School Training
- \*ELA workshops/training
- \*Math workshops/training

\*IReady training

For 2018-2019, we continued the Math curriculum development implementing the new district benchmarking system and continued the development and implementation of the ELA curriculum and new writing curriculum. There were three teacher in-service days and the 30 minimum days that were used as training.

For 2019-2020 focus on science curriculum instruction, PBIS, and use of assessments and data to drive instruction.

Staff meetings include ELA, Math and Writing training and support. During staff meetings, student performance and data is reviewed from Iready, Benchmarks, and CAASP testing.

\*Science workshops/training

\*ELA workshops/training

\*Math workshops/training

\*CAASPP Interim Assessments

\*IReady training