

Manzanita Public Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Manzanita Public Charter School
Street	991 Mountain View Blvd.
City, State, Zip	Vandenberg AFB, CA 93437-1209
Phone Number	(805) 734-5600
Principal	Suzanne Nicastro
E-mail Address	suzanne.nicastro@manzanitacharterschool.com
Web Site	
CDS Code	42 69229 0116921

District Contact Information	
District Name	Manzanita Public Charter
Phone Number	(805) 734-5600
Superintendent	Suzanne Nicaastro
E-mail Address	suzanne.nicaastro@manzanitacharterschool.com
Web Site	www.manzanitacharterschool.com

School Description and Mission Statement (School Year 2017-18)

Manzanita Public Charter School is located in the northern region of Santa Barbara County, on Vandenberg Air Force property, and serves students in Transitional Kindergarten through sixth grade. The school follows a traditional academic calendar. Manzanita is an independent charter school, authorized the Lompoc Unified School District. During the 2017-18 school year, approximately 432 students attended MPCS.

Manzanita's Strength Based Workshop Model (SBW) was designed to both build learning independence and help identify individual scholar strengths. These strengths are the foundation for the school's Response to Intervention (RTI) approach and enrichment activities. The population at Manzanita includes approximately 25% EL learners, 30% military dependents, and 60% free and reduced students. The school's diverse population of learners demands teacher differentiation and unique instructional design. This learning environment has evolved over time into our SBW model. The SBW model addresses individual student needs through our instructional workshop model, RTI process, visual and performing arts programs, Spanish Pathways, GATE program, and scholar led parent teacher conferences. Manzanita's visual and performing arts programs play an important role in meeting scholar needs through the SBW model. Highly qualified art and music teachers align instruction to complement common core standards and individual scholar interests. Scholars receive 80 minutes of visual and performing arts instruction each week which culminates in school wide music concerts and art showcases.

The Spanish program is run by two highly qualified (BCLAD) teachers who deliver Spanish instruction using the instructional workshop model. All scholars receive Spanish instruction for 40 minutes per week. In addition, approximately 50 EL scholars receive an additional 40 minutes of Spanish class each week which focus on Spanish literature lessons to further develop their bilingual skills. A new language arts adoption for the 2017-18 school year is in process, and the use of targeted technology is enhancing grade level mastery in all Common core areas.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	63
Grade 1	50
Grade 2	57
Grade 3	64
Grade 4	58
Grade 5	64
Grade 6	61
Total Enrollment	417

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0
Asian	0.5
Filipino	1.7
Hispanic or Latino	62.4
Native Hawaiian or Pacific Islander	0.2
White	24.2
Two or More Races	7.9
Socioeconomically Disadvantaged	61.2
English Learners	25.4
Students with Disabilities	7.2
Foster Youth	1.4

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	20	20	
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2018	Yes	0
Mathematics	Bridges Math Adoption, K-5 AND CMP3 Math Adoption Grade 6, 2016	Yes	0
Science	FOSS K-8 Scope and Sequence Program		0
History-Social Science	Scott Foresman, Addison Wesley, History-Social Science		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Administration takes great efforts to ensure that the 15 acre school is clean, safe and functional through proper facilities maintenance and campus supervision. Manzanita Public School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The Principal/Executive Director and the Facilities Manager work together to inspect facilities for safety hazards or other conditions need attention prior to students and staff entering school grounds. In addition, the school's LEA, Lompoc Unified School District, provides regular maintenance support when requested. Two contracted evening custodians are employed by the school. Custodians are responsible for: Office area cleaning; cleaning desktops and classrooms; restroom cleaning; common area cleaning. Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas leak was repaired by SOCAL and LUSD in January, 2016
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	46	48	45	45	48	48
Mathematics (grades 3-8 and 11)	32	34	28	28	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	239	98.76	48.12
Male	125	123	98.4	36.59
Female	117	116	99.15	60.34
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	148	100	43.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.49	67.27
Two or More Races	23	22	95.65	50
Socioeconomically Disadvantaged	152	150	98.68	40
English Learners	63	63	100	39.68
Students with Disabilities	27	27	100	22.22
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	239	98.76	33.89
Male	125	123	98.4	32.52
Female	117	116	99.15	35.34
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	148	100	27.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.49	52.73
Two or More Races	23	22	95.65	36.36
Socioeconomically Disadvantaged	152	150	98.68	25.33
English Learners	63	63	100	22.22
Students with Disabilities	27	27	100	11.11
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	76	63	50	51	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.7	30.6	22.6

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents stay informed on upcoming events and school activities via the school website, school app, Facebook, the school marquee, and a monthly event calendar. MPCS also holds an annual Back To School Night, Open House, Trimester Awards Assemblies, scholar led conferences; Music Concerts, and Fall Registration Fair. PTA supports annual school assemblies, a Jog-a-thon fundraiser, and various family programs such as Bingo and reading nights.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.8	6.9	7.1	4.3	4.8	4.6	3.8	3.7	3.6
Expulsions	0.2	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Manzanita has established a school Crisis/Safety Team. This team is comprised of certificated, classified, and administrative employees. The Crisis/ Safety Team helps organize monthly safety drills, researches and makes recommendations for school-wide safety supplies, and manages potential school crisis situations such as suicide, student/staff behavior threats, and deaths. This team is also re-writing the school's current safety plan.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	84.6

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	1		21	1	2		16	2	2	
1	15	2	2		16	3			17	3		
2	19	2	1		22		3		14	2	2	
3	18	3			19	1	2		21	1	2	
4	21	1	2		20	1	2		19	1	2	
5	19	1	2		21	1	2		21	1	2	
6	32		2		19	1	2		20	1	2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.50	N/A
Speech/Language/Hearing Specialist	.30	N/A
Resource Specialist	1.5	N/A
Other	.35	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		\$73,517
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)



Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,729	\$46,511
Mid-Range Teacher Salary	\$70,915	\$73,293
Highest Teacher Salary	\$92,490	\$92,082
Average Principal Salary (Elementary)	\$107,017	\$113,263
Average Principal Salary (Middle)	\$113,324	\$120,172
Average Principal Salary (High)	\$121,850	\$131,203
Superintendent Salary	\$192,426	\$213,732
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

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		

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)

Professional Development at Manzanita Public Charter School directly correlates with the school's LCAP goals. During the past 2 years, employees have received training in technology advances, Common Core Math, Writing strategies, Professional Learning Communities, and reading development. Teachers have also participated with in-class coaching by visiting peers during classroom time and learning from each other. Staff receives PD development during early release Wednesdays, identified in-service days, and during extra work days during summer.