Manzanita Public Charter 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)

Entity	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
Email Address	suzanne.nicastro@manzanitacharterschool.com
Website	www.manzanitacharterschool.com
County-District-School (CDS) Code	42 69229 0116921

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

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

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 2018-19 school year, approximately 422 students attended MPCS. The school's mission/vision statement is as follows: Our vision is to shape and develop a school culture that promotes creativity and a deep development of learning independence and strengths while providing personalized services in a results driven culture.

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, 25% military dependents, and 57% 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 school's response to state and local achievement assessment results is the grade level identification of trimester "essential standards." Scholars are expected to master these 'essential standards' and are given extra assistance during 'reteaching' periods as well as an after school math learning camp. Common, grade level formative assessments are given regularly to determine reteaching groups.

The Spanish program is run by a highly qualified (BCLAD) teacher who deliver Spanish instruction designed to increase vocabulary and cultural awareness. 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 2018-19 school year is in place, and the use of targeted technology and designated EL instruction is enhancing grade level mastery in all Common core areas.

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	61
Grade 2	53
Grade 3	57
Grade 4	55
Grade 5	69
Grade 6	56
Total Enrollment	419

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	1
Filipino	1
Hispanic or Latino	62.1
White	25.5
Two or More Races	8.4
Socioeconomically Disadvantaged	57.8
English Learners	25.5
Students with Disabilities	7.9
Foster Youth	0.5
Homeless	0.5

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	20	20		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: 10/2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Sciance		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. During the summer of 2019, the exterior school campus was painted. Manzanita Public School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The 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

Year and month of the most recent FIT report: 04/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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)	45	45	47	45	50	48
Mathematics (grades 3-8 and 11)	31	38	27	28	38	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.

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	234	234	100.00	0	44.87
Male	130	130	100.00	0	39.23
Female	104	104	100.00	0	51.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	139	100.00	0	34.53
Native Hawaiian or Pacific Islander					
White	62	62	100.00	0	69.35
Two or More Races	22	22	100.00	0	45.45
Socioeconomically Disadvantaged	147	147	100.00	0	33.33
English Learners	62	62	100.00	0	20.97
Students with Disabilities	31	31	100.00	0	19.35
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
All Students	234	234	100	0	38.46
Male	130	130	100	0	37.69
Female	104	104	100	0	39.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--			--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	139	100	0	26.62
Native Hawaiian or Pacific Islander					
White	62	62	100	0	64.52
Two or More Races	22	22	100	0	40.91
Socioeconomically Disadvantaged	147	147	100	0	23.81
English Learners	62	62	100	0	17.74
Students with Disabilities	31	31	100	0	16.13
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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)

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. During Fall of 2019, 5 parents meetings were held at different locations to solicit feedback which will provide LCAP direction for goals/actions. A Paren/Teacher/Scholar Advisory group supports annual school assemblies, a Jog-a-thon fundraiser, and various family programs such as LIteracy night. Holiday events such as the School wide Halloween Parade, Turkey Trot, and Winter Wonderland event help further involve families in school life activities.

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	7.1	6.0	3.4	4.6	5.1	6.2	3.6	3.5	3.5
Expulsions	0.2	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. The safety plan was adopted in March, 2018, and was reviewed, updated and discussed at a February, 2018 professional development meeting at the site.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	2	2		19	2	2		17	1	2	
1	17	3			19	1	2		31		1	1
2	14	2	2		19	1	2		17	1	2	
3	21	1	2		18	2	1		19	1	2	
4	19	1	2		22	1	2		18	1	2	
5	21	1	2		19	1	2		35	1		1
6	20	1	2		22	1	2		19	1	2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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	.8
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1.0
Other	2.0

*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.

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				

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A		$76,336.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A		

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)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,780	$49,084
Mid-Range Teacher Salary	$75,680	$76,091
Highest Teacher Salary	$95,147	$95,728
Average Principal Salary (Elementary)	$112,601	$118,990
Average Principal Salary (Middle)	$119,316	$125,674
Average Principal Salary (High)	$135,018	$137,589
Superintendent Salary	$206,275	$230,096
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

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

Professional Development at Manzanita Public Charter School directly correlates with the school's LCAP goals. During the past 3 years, employees have received training in technology advances, Common Core Math, Writing strategies, NGSS updates, Benchmark Advance Literacy overview, Professional Learning Communities, Ruby Payne's Poverty Frameworks, Fred Jones PBIS strategies, Project Based Learning, and reading development. Teachers have also participated with in-class coaching by visiting peers during classroom time and learning from each other. Staff receives PD development during early release Wednesdays, identified in-service days, and during extra work days during summer. During the 2018-19 school year, the school set aside funds for a TOSA instructional coach position. This mentor teacher works with grade level staff on the essential standards data collection and evaluation. The TOSA also assists staff with the new Renaissance trimester, summative assessments and the new ELA Benchmark Advance adoption needs.