

Manzanita Public Charter School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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 Nicastro
E-mail Address	suzanne.nicastro@manzanitacharterschool.com
Web Site	www.manzanitacharterschool.com

School Description and Mission Statement (School Year 2016-17)

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 2014-15 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, 35% 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 math adoption for the 2016-17 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 2015-16)

Grade Level	Number of Students
Kindergarten	63
Grade 1	49
Grade 2	64
Grade 3	58
Grade 4	61
Grade 5	62
Grade 6	57
Total Enrollment	414

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.5
Asian	0.2
Filipino	1.9
Hispanic or Latino	60.4
Native Hawaiian or Pacific Islander	0.2
White	23.9
Two or More Races	9.9
Socioeconomically Disadvantaged	61.4
English Learners	22.5
Students with Disabilities	2.9
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	20	20	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.6
All Schools in District	93.5	6.5
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	98.2	1.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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	Lucy Calkins Reader/Writer Workshop Model, 2013	Yes	0
Mathematics	Bridges Math Adoption, K-5 AND CMP3 Math Adoption Grade 6 only, 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)

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				Gas leak was repaired by SOCAL and LUSD in January, 2016
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				

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	
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rating (Most Recent Year)

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

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	50	46	41	45	44	48
Mathematics	43	32	26	28	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	61	100.0	29.5
	4	62	60	96.8	50.0
	5	61	61	100.0	57.4
	6	55	55	100.0	49.1
Male	3	32	32	100.0	12.5
	4	35	34	97.1	47.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	25	25	100.0	40.0
	6	35	35	100.0	42.9
Female	3	29	29	100.0	48.3
	4	27	26	96.3	53.9
	5	36	36	100.0	69.4
	6	20	20	100.0	60.0
Hispanic or Latino	3	34	34	100.0	23.5
	4	41	39	95.1	43.6
	5	36	36	100.0	52.8
	6	34	34	100.0	38.2
White	3	16	16	100.0	50.0
	4	17	17	100.0	58.8
	5	12	12	100.0	75.0
Socioeconomically Disadvantaged	3	40	40	100.0	17.5
	4	38	36	94.7	44.4
	5	35	35	100.0	51.4
	6	28	28	100.0	35.7
English Learners	3	16	16	100.0	18.8
	4	13	13	100.0	46.1
	5	18	18	100.0	44.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	61	100.0	24.6
	4	62	60	96.8	26.7
	5	61	61	100.0	34.4
	6	55	55	100.0	41.8
Male	3	32	32	100.0	15.6
	4	35	34	97.1	26.5
	5	25	25	100.0	28.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	35	35	100.0	42.9
Female	3	29	29	100.0	34.5
	4	27	26	96.3	26.9
	5	36	36	100.0	38.9
	6	20	20	100.0	40.0
Hispanic or Latino	3	34	34	100.0	17.6
	4	41	39	95.1	17.9
	5	36	36	100.0	27.8
	6	34	34	100.0	32.4
White	3	16	16	100.0	50.0
	4	17	17	100.0	52.9
	5	12	12	100.0	58.3
Socioeconomically Disadvantaged	3	40	40	100.0	10.0
	4	38	36	94.7	19.4
	5	35	35	100.0	20.0
	6	28	28	100.0	28.6
English Learners	3	16	16	100.0	6.3
	4	13	13	100.0	30.8
	5	18	18	100.0	11.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	76	63	56	50	51	60	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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	62	59	95.2	62.7
Male	25	23	92.0	52.2
Female	37	36	97.3	69.4
Hispanic or Latino	37	35	94.6	51.4
White	12	12	100.0	75.0
Socioeconomically Disadvantaged	36	34	94.4	52.9
English Learners	18	17	94.4	41.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.7	21.3	11.5

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 Parental Involvement State Priority (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 2016-17)

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, 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: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	4.8	6.9	5.3	4.3	4.8	4.4	3.8	3.7
Expulsions	1.0	0.2	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

In Spring, 2016, Manzanita 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 2016-17)

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	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	21	1	2		20	2	1		20	2	1	
1	18	1	3		15	2	2		17	2	2	
2	17	1	2		19	2	1		21	2	1	
3	22		3		18	3			23	3		
4	22	1	2		21	1	2		24	1	2	
5	22	1	2		19	1	2		24	1	2	
6	27		2		32		2		24		2	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.75	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		\$71,939
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$71,517
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 2015-16)
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,931	\$43,821
Mid-Range Teacher Salary	\$68,187	\$69,131
Highest Teacher Salary	\$88,932	\$89,259
Average Principal Salary (Elementary)	\$106,368	\$108,566
Average Principal Salary (Middle)	\$111,752	\$115,375
Average Principal Salary (High)	\$123,284	\$125,650
Superintendent Salary	\$185,565	\$198,772
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

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.