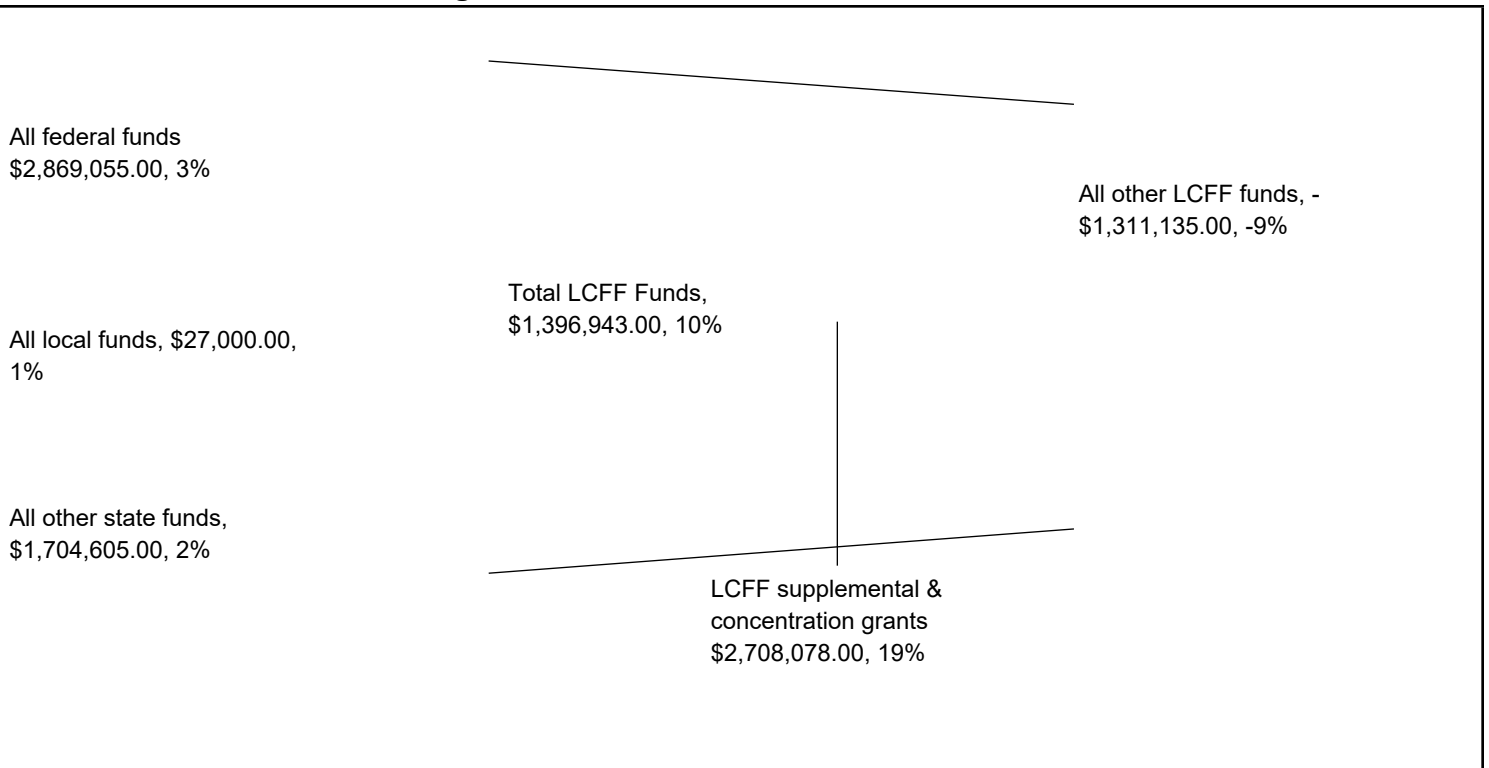


# LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Manzanita Public Charter School  
CDS Code: 42 69229 0116921  
School Year: 2024-25  
LEA contact information: Suzanne Nicastro, ,

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

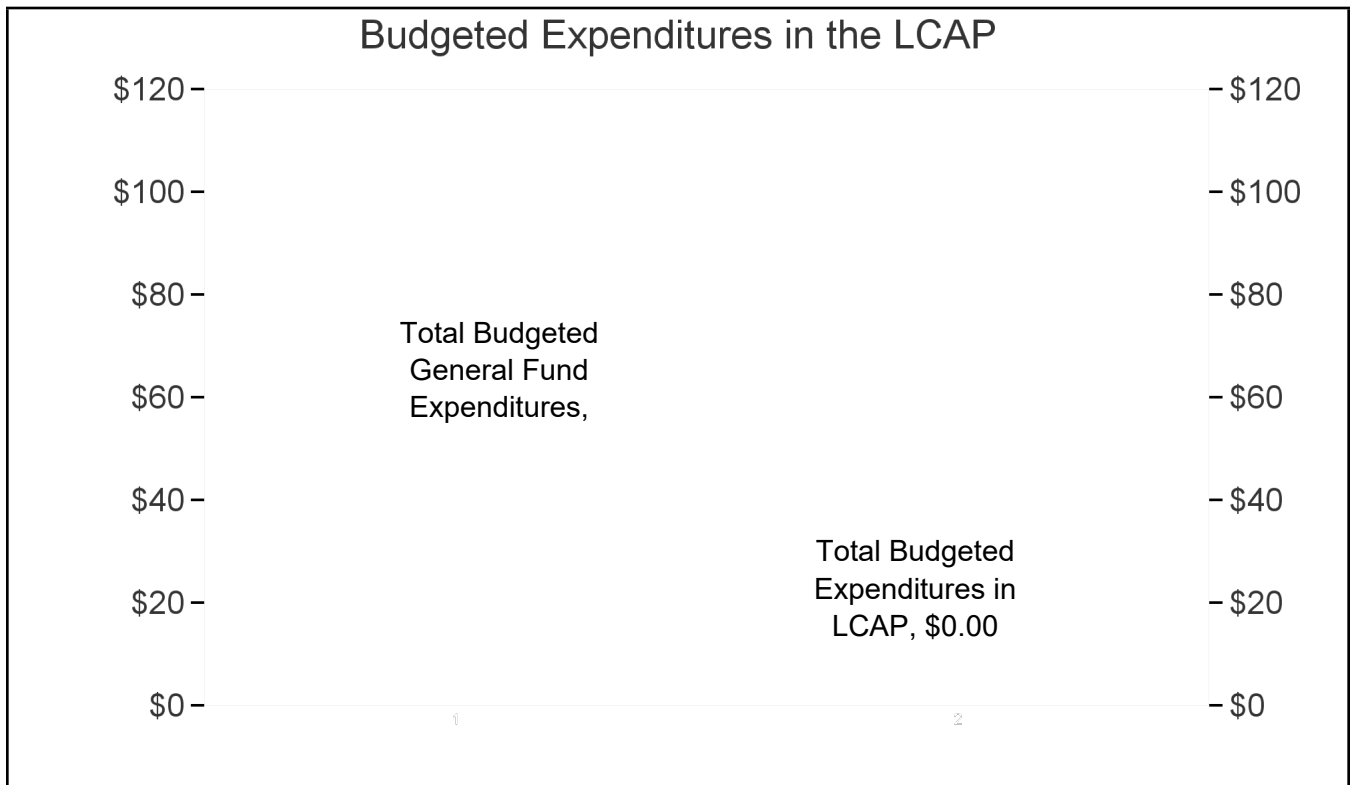


This chart shows the total general purpose revenue Manzanita Public Charter School expects to receive in the coming year from all sources.

The total revenue projected for Manzanita Public Charter School is \$14,379,010.00 of which \$1,396,943.00 is Local Control Funding Formula (LCFF), \$1,704,605.00 is other state funds, \$27,000.00 is local funds, and \$2,869,055.00 is federal funds. Of the \$1,396,943.00 in LCFF Funds, \$2,708,078.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Manzanita Public Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

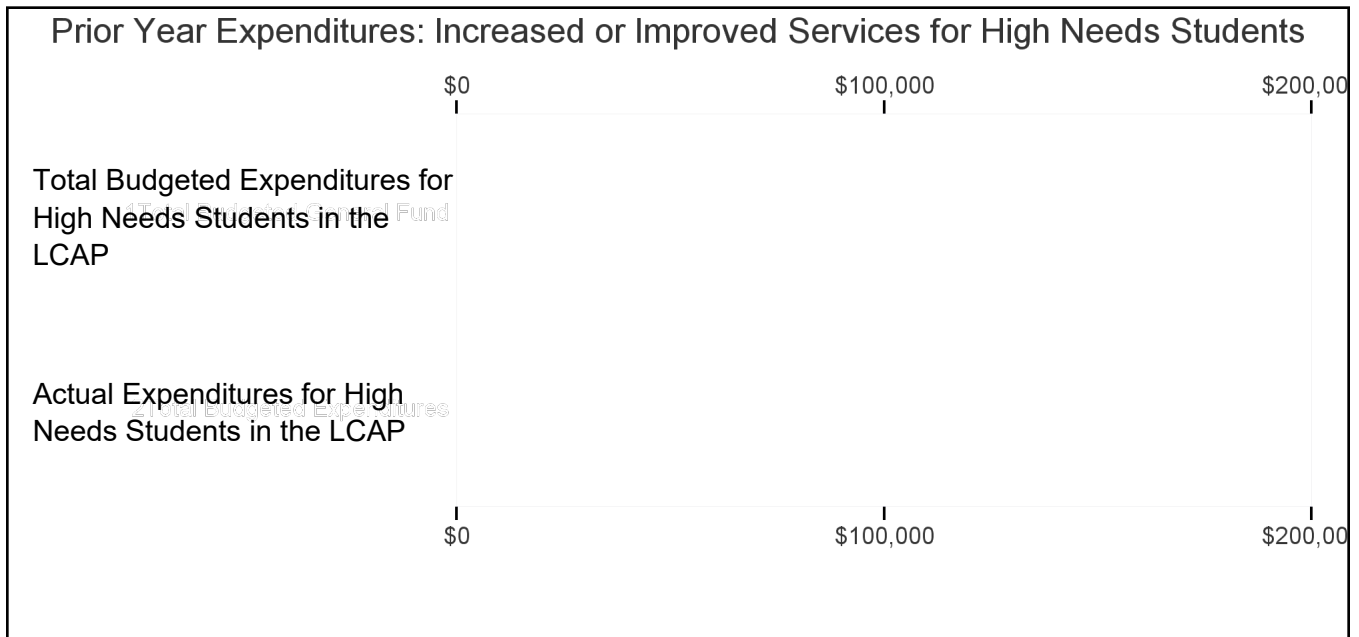
Manzanita Public Charter School plans to spend for the 2024-25 school year. Of that amount, \$0.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund budget expenditures not shown in the LCAP are general operating costs such as facilities, leasing, and some contracts with service providers as well as some staff costs.

## Increased or Improved Services for High Needs Students in in the LCAP for the 2024-25 School Year

In 2024-25, Manzanita Public Charter School is projecting it will receive \$2,708,078.00 based on the enrollment of foster youth, English learner, and low-income students. Manzanita Public Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Manzanita Public Charter School plans to spend \$0.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Manzanita Public Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Manzanita Public Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Manzanita Public Charter School's LCAP budgeted \$411,734.00 for planned actions to increase or improve services for high needs students. Manzanita Public Charter School actually spent for actions to increase or improve services for high needs students in 2023-24.

	4
Dashboard, Status) above	
4.D: Maintain the % of ELLs making progress towards English Proficiency (CA	
4.A.S: Increase the % meeting standard on CAA2PP Math to	
4.A.T: Increase the % meeting standard on CAA2PP ELA to	
to	
5.B: Increase the % implementation of 2BE adopted ELD standards for all ELLs	
5.A: Maintain the % implementation of CA State Standards for all students to	
5.A: Maintain the % implementation of CA State Standards for all students to	
to	
7.B.S: Increase the % of ELLs with CA State Standards aligned ELD curriculum	
curriculum to	
7.B.T: Maintain the % of students with CA State Standards aligned core	
credentials in the subject area and for the pupils they are teaching at	
7.A: Maintain the % of teachers who are appropriately assigned and fully	



43%
80%
82%
82%
100%
100%
100%
100%
100%

4.E: Increase the % of ELs reclassified (Reclassification Rate) to				4.6%	15%
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above				51.8%	43%
7.A: Maintain the % of students enrolled in required courses of study at				100%	100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS ( per UDS average ) above				5.0	6.4
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS ( per ENS average ) above				3.2	4.5
8.A: Increase the % of students completing 2 formative local assessments to				83.7%	100%

## Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This box contains actions that had substantive differences, along with explanations for these differences. It also contains actions that had specific successes and some that had specific challenge along with descriptions of these successes and challenges.

In this goal, 7 actions had substantive differences between the planned action and the actual action. The following is a list of the actions with substantive differences along with a description of the substantive differences.

01.03: K-6 Summer SPORTS Program for low-income students - *There was no summer sports enrichment program in the summer of 2023.*

01.07: Extended learning days - *This action is no longer implemented.*

01.08: Restructuring Instructional Time-On Site intervention - *One time per week for 40 minutes with Administrator to discuss curriculum, standards, and needs. Would need to do more meetings to meet expectation. Grade level teachers do check in daily.*

01.09: Extended Learning Opportunities - Instructional Assistants in kindergarten - *TK-full time Aid. 1 Kinder- full time aid. 2 Kinder - have aids that pop in and out. Aids are assigned by behavioral needs rather than the needs cited in this document.*

01.10: Family liaison specialist position (THIS ACTION DID NOT HAPPEN DUE TO CHANGING DEMOGRAPHICS - *No liason has been assigned to our knowledge.*

01.11: EL professional development - *NFLI - training and implementation for ELA. Benchmark express- training and implementation for ELD.*

01.15: Establish School-wide Homework Policy - *This action topic was not revisited or checked upon at any point in the year.*

The following are some of the actions with with successes and challenges. First is a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

### Successes:

01.01: Common Assessments for Instruction and Intervention - *The use of ESS pre and post tests, STAR Tests, dibels. Analyze data in PLC.*

01.02: Response to intervention staffing - *There is more use of intervention roadmaps and use of overall data to put scholars in appropriate WIN groups.*

01.12: EL Instruction - *Success is noticeable in the confidence increased with ELD scholars throughout the year. ELD students are able to communicate more clearly.*

01.15: Establish School-wide Homework Policy - *There are many more productive conversations at the beginning of the school year regarding homework and*

teaching.

Challenges:

01.01: Common Assessments for Instruction and Intervention - *ESS not vertically aligned. Some gaps.*

01.02: Response to intervention staffing - *There is a challenge in management and making sure the groups stay small, and there is trouble with transitions and finding space and room for groups.*

01.12: EL Instruction - *Room availability may be an occasional issue but quickly remedied by pushing in / doubling up in grade classrooms.*

01.15: Establish School-wide Homework Policy - *This action topic was not revisited or checked upon at any point in the year.*

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

An explanation of how effective the specific actions were in making progress toward the goal.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.A - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - ( BL - '22-23' - 82.6% Target - 100% )

4.A.1 - % meeting standard on CAASPP ELA - ( BL - 45.3% '22-23' - 53.6% Target - 65% )

4.A.2 - % meeting standard on CAASPP Math - ( BL - 38.5% '22-23' - 40.8% Target - 60% )

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

01.02: Response to intervention staffing - *This action has proven very effective at using data to drive instruction and progress monitoring. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 48.4% ( 21-22 ) to 53.6% ( 22-23 ).*

01.04: Essential Enrichment Learning Programming - *This action was extremely effective. It created student motivation and may spark interests for future jobs. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) went from N/D ( 22-23 ) to 74.5% ( 23-24 ).*

01.05: English Language Development (ELD) Support - *This action was effective, for example, ParentSquare now translates messages for Spanish speaking parents automatically. Evidence of effectiveness:*

01.08: Restructuring Instructional Time-On Site intervention - *Respecting the norms of the group. Teams communicate and grow in unity of grade level needs and progress. Teams look at scholars as our scholars and not just "my class" from classroom teacher. Evidence of effectiveness: Metric 4.H: % of English Learner Progress (CA Dashboard, Status) went from 30.0% ( 21-22 ) to 51.8% ( 22-23 ).*

01.11: EL professional development - *Effectiveness has been outstanding and shows in CAASPP scores. Evidence of effectiveness: Metric 4.D: % of ELs making progress towards English Proficiency (CA Dashboard, Status) went from 22.0% ( 21-22 ) to 51.8% ( 22-23 ).*

01.12: EL Instruction - *Effectiveness is positive with students and teachers working together. Evidence of effectiveness: Metric 4.D: % of ELs making progress towards English Proficiency (CA Dashboard, Status) went from 22.0% ( 21-22 ) to 51.8% ( 22-23 ).*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 01.10: The family liaison will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social emotional needs of our at-risk students (English learners, homeless, foster youth, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at risk students (English learners, homeless, foster, students with special needs, and low income students). Military scholar needs, which include transitional support as well as social emotional support for deployed families, will also be addressed by this support person. - *Effectiveness cannot be measured because the action was not started.*

The following metrics report outcome data from the 22-23 school year.

- 1.A - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
- 1.B.1 - % of students with CA State Standards aligned core curriculum
- 1.B.2 - % of ELs with CA State Standards aligned ELD curriculum
- 4.A.1 - % meeting standard on CAASPP ELA
- 4.A.2 - % meeting standard on CAASPP Math
- 4.D - % of ELs making progress towards English Proficiency (CA Dashboard, Status)
- 4.E - % of ELs reclassified (Reclassification Rate)
- 4.H - % of English Learner Progress (CA Dashboard, Status)

The following metrics report outcome data from the 23-24 school year.

- 2.A - % implementation of CA State Standards for all students
- 2.A - % implementation of CA State Standards for all students
- 2.B - % implementation of SBE adopted ELD standards for all ELs
- 7.A - % of students enrolled in required courses of study
- 7.B - # of instances each unduplicated student participates in programs or services for UDS ( per UDS average )
- 7.C - # of instances each exceptional needs student participates in programs or services for ENS ( per ENS average )
- 8.A - % of students completing 2 formative local assessments

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal remains unchanged in the 2024-25 LCAP.

The following are metrics that were added as new, deleted, moved, had wording changed, or had the metric ID changed in the 2024-25 LCAP.

- 1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - Moved from goal 01 to goal 02,
- 1.B.1: Maintain the % of students with CA State Standards aligned core curriculum - The metric was changed to read: 1.B.1: Maintain the % of students with

CA State Standards aligned core curriculum,

- 2.A: Maintain the % implementation of CA State Standards for all students - Moved from goal 01 to goal , The metric was changed to read: , The number of this metric was changed from 2.A to ,
- 2.A: Maintain the % implementation of CA State Standards for all students - Moved from goal 01 to goal , The metric was changed to read: , The number of this metric was changed from 2.A to ,
- 2.B: Increase the % implementation of SBE adopted ELD standards for all ELs - Moved from goal 01 to goal , The metric was changed to read: , The number of this metric was changed from 2.B to ,
- 4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) - The metric was changed to read: 4.D: Increase the % of ELs making progress towards English Proficiency (CA Dashboard, Status),
- 4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) - The metric was changed to read: 4.H: Increase the % of English Learner Progress (CA Dashboard, Status),

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2024-25 LCAP.

- 01.03: Implement a summer sports enrichment program for Grades K-6 students focusing on the LEA's low-income student population - Deleted,
- 01.10: The family liaison will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social emotional needs of our at-risk students (English learners, homeless, foster youth, students with special needs, and low income students). This person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at risk students (English learners, homeless, foster, students with special needs, and low income students). Military scholar needs, which include transitional support as well as social emotional support for deployed families, will also be addressed by this support person. - Deleted,
- 01.11: Principal and EL Coordinator will provide and/or coordinate ongoing professional development to classroom teachers, instructional assistants, teacher tutors, and language specialists related to implementation of ELA/ELD standards in order to ensure the success of English learners. - Deleted,
- 01.13: Principal or EI Coordinator will provide high-quality instructional materials to teachers and language specialists to use with students who are English learners in order to ensure student success and mastery of English. In addition, materials specific for this population will be obtained throughout the school year. - Deleted,
- 01.15: School Principal will work with instructional staff on creating a school-wide Homework policy which aligns with educational best practices and

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goal

Goal #	Description
02	Create a safe, welcoming, safe, and inclusive climate for all students and their families. All students will achieve personal wellness through supportive and engaging school environments that foster the whole child and creates health, happiness, and collaboration between our school and families.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
22.F: Increase the <i>ESE Student Climate Survey (ES)</i> ( Item 31 ) Do you feel sad? to	N/D		N/D	22.6%	90%
1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above	N/D		90%	90%	90%
2.A: Increase the % implementation of CA State Standards for all students to	N/D		N/D	90.0%	90%
2.B: Increase the % implementation of SBE adopted ELD standards for all ELs to	N/D		N/D	93.3%	90%
6.C.1: Increase the # on the <i>District School Climate Survey</i> overall index rating to	N/D		N/D	81.6	80
6.C.2: Maintain the % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) above			N/D	85.5%	86.4%
6.C.3: Increase the % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) to			N/D	74.5%	70.0%

## Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This box contains actions that had substantive differences, along with explanations for these differences. It also contains actions that had specific successes and some that had specific challenge along with descriptions of these successes and challenges.

In this goal, 3 actions had substantive differences between the planned action and the actual action. The following is a list of the actions with substantive

differences along with a description of the substantive differences.

02.01: Chronic Absenteeism response - *Working on strategies to reduce frequency. In addition identify the patterns or absenteeism. ISC to help with work completion.*

02.10: Provide certificated PE teacher for TK-6 scholars - *WIN time is geared to target ay scholar who needs additional instruction*

02.13: Parent outreach for EL, low income, military dependents - *No one knew what the acronym MTSS meant and had to look it up. Multi tiered system of support.*

The following are some of the actions with with successes and challenges. First is a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Successes:

02.01: Chronic Absenteeism response - *The ISC was able to help with work completion and minimize overall absences.*

02.03: SEL-Screener - *We are able to determine scholar social and emotional needs. Scholars like seeing the DESSA screener to talk about their feelings.*

Challenges:

02.01: Chronic Absenteeism response - *We should look at different schools to see how ours compares and a targeted percentage to set as a goal. There should be more communication to parents the importance of ISC and asking prior to a student absence.*

02.02: Wellness and Social Emotional Programs and Supports - *The challenge for counseling is behavioral support and scheduling facilities. For P.E., a challenge is availability of equipment and wear and tear of facilities like holes in the field.*

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

An explanation of how effective the specific actions were in making progress toward the goal.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.C - % on the *Facilities Inspection Tool* overall rating - ( BL - '23-24' - 90% Target - 90% )

6.E - % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) - ( BL - N/D '23-24' - 74.5% Target - 70.0% )

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

02.01: Chronic Absenteeism response - *Evidence of effectiveness: Metric 5.B: % on Chronic absenteeism rate (CA Dashboard, Status) went from 21.6% ( 21 -22 ) to 13.8% ( 22-23 ).*

02.04: Mental Health Services - *This benefits scholars who have social/emotional struggles. Evidence of effectiveness: Metric 22.F: ESE Student Climate Survey (ES) ( Item 31 ) Do you feel sad? went from N/D ( 22-23 ) to 22.6% ( 23-24 ).*

02.07: Update school camera system - *We got new cameras and Increased camera count and continue to increase cameras in blind spots. Evidence of effectiveness: Metric 6.D: % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students*

and parents ) went from N/D ( 22-23 ) to 85.5% ( 23-24 ).

02.10: Provide certificated PE teacher for TK-6 scholars - *This time is highly effective at helping unduplicated students close the learning gap. Evidence of effectiveness: Metric 4.D: % of ELs making progress towards English Proficiency (CA Dashboard, Status) went from 22.0% ( 21-22 ) to 51.8% ( 22-23 ).*

02.14: Suspension analysis and intervention - *It's a work in progress. We are currently looking for alternative measures and underlying causes. Evidence of effectiveness: Metric 6.A: % on Suspension rate (CA Dashboard, Status) went from 1.5% ( 21-22 ) to 0.8% ( 22-23 ).*

02.16: Add guest monitoring system as a front office procedure - *Training occurred and was successful. Further specific training and complete app use is needed. Evidence of effectiveness: Metric 6.D: % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) went from N/D ( 22-23 ) to 85.5% ( 23-24 ).*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 02.08: Maintaining state licensure in the areas of health and safety contribute to scholar and staff well-being -

- 02.13: All parents of students who are English language learners, and/or low income, and who are military dependents will be 1) invited to attend a quarterly parent-teacher conference, 2) will be invited to take part in a yearly comprehensive survey, and 3) will be made aware of the MTSS program with information about how their child might qualify for support through this program. Translation will be made available as needed. - *Teacher provides print out of R360 reading.*

There are no metrics with outcome data for the 22-23 school year.

The following metrics report outcome data from the 23-24 school year.

22.F - *ESE Student Climate Survey (ES) ( Item 31 ) Do you feel sad?*

1.C - % on the *Facilities Inspection Tool* overall rating

2.A - % implementation of CA State Standards for all students

2.B - % implementation of SBE adopted ELD standards for all ELs

6.C - # on the *District School Climate Survey* overall index rating

6.D - % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents )

6.E - % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents )

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal was changed in the 2024-25 LCAP. The new goal reads as follows: *Create a safe, welcoming, and inclusive climate for all students and their families, where all students will achieve personal wellness through a supportive and engaging school environment that foster the whole child and creates health, happiness, and collaboration between our school and families.*

The following are metrics that were added as new, deleted, moved, had wording changed, or had the metric ID changed in the 2024-25 LCAP.

- 22.F: Increase the *ESE Student Climate Survey (ES) ( Item 31 ) Do you feel sad?* - Moved from goal 02 to goal , The metric was changed to read: , The number

of this metric was changed from 22.F to ,

- 1.C: Maintain the % on the *Facilities Inspection Tool* overall rating - Moved from goal 02 to goal 03,
- 2.A: Increase the % implementation of CA State Standards for all students - The metric was changed to read: 2.A: Maintain the % implementation of CA State Standards for all students,
- 2.B: Increase the % implementation of SBE adopted ELD standards for all ELs - The metric was changed to read: 2.B: Maintain the % implementation of SBE adopted ELD standards for all ELs,
- 6.C: Increase the # on the *District School Climate Survey* overall index rating - Moved from goal 02 to goal , The metric was changed to read: , The number of this metric was changed from 6.C to ,
- 6.D: Maintain the % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) - Moved from goal 02 to goal , The metric was changed to read: , The number of this metric was changed from 6.D to ,
- 6.E: Increase the % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) - Moved from goal 02 to goal , The metric was changed to read: , The number of this metric was changed from 6.E to ,

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2024-25 LCAP.

- 02.07: Invest in a school-wide camera surveillance system as a monitoring tool for staff and student behavior as well as campus visitors. - Deleted,
- 02.11: Under the direction and with the support of the LEA site administration, Social Emotional Learning (SEL) curriculum will be further identified and implemented to all students TK-6. A committee of administrators, teachers, and counselors, will focus on emotional health and well-being of students as the result of school closure and economic realities such as historic inflation. They will recommend professional development and support the implementation of SEL curriculum to all scholars TK-6 with an extra focus on the LEA's growing military population, students in at-risk groups (foster, homeless, students with special needs, English learners, and low income students). This committee began to be formed in the 2021-22 school year and will continue to meet to discuss best practices in this area. Funds will be spent on staff training, programs, release time and materials - Deleted,
- 02.12: Use of golf cart to meet immediate needs of all scholars for medical and social emotional needs on Manzanita's large, expansive campus. - Deleted,
- 02.16: Implement a front office safety system (Raptor Technologies) which allows for real-time background checks for all visitors as well as a coordination of in-house safety communication, procedures, and drills. - Deleted,
- 02.17: The Principal and Assistant Principal will review and define school uniform policy and communicate decisions to parent community. Free school

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
03	All staff will engage in valuable, high quality professional learning that assists employees in meeting the LEA's overarching academic and social-emotional goals.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
31.B: Maintain the CAASPP ELA (SWD) above	8.3%		25.9%	28.6%	%
32.B: Maintain the CAASPP Math (SWD) above	--		18.5%	25.0%	%
3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input ( Item 24 ) to	3.4%		21.6%	89%	75.0%
3.A.2: Increase the % of households responding to the <i>District Parent Survey</i> to	0%		--	67%	25%
3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average ) above			1.5%	1.0	2.4
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS ( per ENS average ) above			0%	2.1	1.5
5.A: Maintain the School attendance rate above				97.9%	95%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to				13.8%	2.5%
5.C: Maintain the % on Middle school dropout rate at				N/D	0%
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) below				0.8%	0.9%
6.B: Maintain the % on Expulsion rate at				0%	0%
6.C.1: Maintain the # on the <i>District School Climate Survey</i> overall index rating above				83.4	80
6.C.2: Maintain the % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) above				87.8%	90%
6.C.3: Increase the % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) to				74.5%	80%

## Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This box contains actions that had substantive differences, along with explanations for these differences. It also contains actions that had specific successes and some that had specific challenge along with descriptions of these successes and challenges.

In this goal, 4 actions had substantive differences between the planned action and the actual action. The following is a list of the actions with substantive differences along with a description of the substantive differences.

03.03: Vertical articulation - *Not directly addressed yet*

03.04: AVID Strategy building - *It happened a few years ago, but has faded out throughout the years.*

03.05: Microsoft Office Suite training - *No classified knowledge in this group.*

03.07: CAL/OSHA training - *No knowledge in group.*

The following are some of the actions with successes and challenges. First is a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

### Successes:

03.01: Instructional and TIPS coaching - *We now have professional development, workshops, online feedback, coaching cycles and students placed with mentors.*

03.02: Professional Consulting, Support Programs - *There are SELPA meetings monthly for SPED (BIP training\_ and Science readings. Math academic vocab training. Kim Sutton math trainings.*

### Challenges:

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

An explanation of how effective the specific actions were in making progress toward the goal.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

6.C - # on the *District School Climate Survey* overall index rating - ( BL - '23-24' - 83.4 Target - 80 )

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

03.02: Professional Consulting, Support Programs - *This support is effective, but we continue to find new needs. Evidence of effectiveness: Metric 31.B: CAASPP ELA (SWD) went from 25.9% ( 21-22 ) to 28.6% ( 22-23 ).*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 03.03: Provide all teachers and instructional support staff with time, protocols, and resources for vertical articulation related to their content areas and standards, with increased emphasis on ELA alignments with writing skills. -
- 03.07: The Maintenance team will participate in a 30 hour safety certification training -
- 03.08: John Hattie training for all teachers to develop appropriately high, challenging expectations for scholars and to further determine what a year's growth for a year's input looks like. - *Effectiveness cannot be measured because the action was not started.*
- 03.09: Classroom teachers will be scheduled to visit different grade level classrooms to observe best peer practices. Collaborative feedback from visits will be shared during PD sessions. - *Effectiveness cannot be measured because the action was not started.*

The following metrics report outcome data from the 22-23 school year.

- 31.B - CAASPP ELA (SWD)
- 32.B - CAASPP Math (SWD)
- 5.B - % on Chronic absenteeism rate (CA Dashboard, Status)
- 5.C - % on Middle school dropout rate
- 6.A - % on Suspension rate (CA Dashboard, Status)
- 6.B - % on Expulsion rate

The following metrics report outcome data from the 23-24 school year.

- 3.A.1 - % on the *District Parent Survey* agreeing that district seeks parent input ( Item 24 )
- 3.A.2 - % of households responding to the *District Parent Survey*
- 3.B - # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average )
- 3.C - # of instances a parent of each exceptional needs student participates in a school program or service for ENS ( per ENS average )
- 5.A - School attendance rate
- 6.C - # on the *District School Climate Survey* overall index rating
- 6.D - % of educational partners that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents )
- 6.E - % of educational partners that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents )

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal remains unchanged in the 2024-25 LCAP.

The following are metrics that were added as new, deleted, moved, had wording changed, or had the metric ID changed in the 2024-25 LCAP.

- 31.B: Maintain the CAASPP ELA (SWD) - Moved from goal 03 to goal , The metric was changed to read: , The number of this metric was changed from 31.B to ,
- 32.B: Maintain the CAASPP Math (SWD) - Moved from goal 03 to goal , The metric was changed to read: , The number of this metric was changed from 32.B to ,
- 3.A.2: Increase the % of households responding to the *District Parent Survey* - The metric was changed to read: 3.A.2: Maintain the % of households responding to the *District Parent Survey*,
- 3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average ) - The metric was changed to read: 3.B: Increase the # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average ),
- 5.A: Maintain the School attendance rate - The metric was changed to read: 5.A: Increase the School attendance rate,

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2024-25 LCAP.

- 03.09: Classroom teachers will be scheduled to visit different grade level classrooms to observe best peer practices. Collaborative feedback from visits will be shared during PD sessions. - Deleted,
- 03.11: Principal and EL Coordinator will provide and/or coordinate ongoing professional development to classroom teachers, instructional assistants, teacher tutors, and language specialists related to implementation of ELA/ELD standards in order to ensure the success of English learners. - New Action

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**





To measure this progress the LCAP calls for the following expected outcomes:

90% - % on the *Facilities Inspection Tool* overall rating ( Baseline: 90% )

605% - % meeting standard on CAASPP ELA ( Baseline: 53.6% )

50% - % meeting standard on CAASPP Math ( Baseline: 40.8% )

The following actions are designed to assist in meeting the highlighted goals: and

The LEA is most proud of the progress on the following state and local indicators.

53.6% - % meeting standard on CAASPP ELA ( baseline = 45.3% ) Data Source: CA CAASPP

40.8% - % meeting standard on CAASPP Math ( baseline = 38.5% ) Data Source: CA CAASPP

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: . These actions will .

There were no state indicators on the 22-23 school year CA School Dashboard in which any student group was in the Lowest Performance Band.

With these actions the district will continue to staff additional FTEs to reduce class sizes and to maintain special ed case load below 28 (01.02), begin a robust MTSS tiered intervention system's supports for behavioral interventions (02.02) and monitor attendance trends closely to ensure that students are attending school and receiving instructions. (02.03)

There were no state indicators on the 23-24 school year CA School Dashboard in which any student group was two or more performance levels below the all student performance.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The school was not identified for CSI.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The school was not identified for CSI.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school was not identified for CSI.