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Superintendent's Enrollment Report

Date of Meeting: 06/18/2025

Date of Student Enrollment Totals: 05/31/2025

	August	September	October	November	December	January	February	March	April	May	June
Transitional Kinder	24	24	24	24	24	24	24	24	24	24	
Kinder	49	50	50	50	48	50	49	48	48	48	
First	76	76	76	75	73	74	74	72	71	70	
Second	53	53	52	52	52	52	52	51	50	51	
Third	49	51	52	51	51	52	52	51	51	50	
Fourth	77	75	77	78	77	77	77	76	75	75	
Fifth	73	75	76	78	75	75	77	77	77	75	
Sixth	75	75	76	76	76	76	76	76	75	75	
TOTAL	476	479	483	484	476	480	481	475	471	468	



FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Top Legislative Issues—May 30, 2025



BY SSC GOVERNMENTAL RELATIONS TEAM

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posted May 30, 2025

Last week, the Assembly and Senate Appropriations Committees took up their respective suspense files and approved 742 bills and held 356 measures (see the article [“Appropriations Committees Take Up Suspense Files”](#) in the May 2025 *Fiscal Report*).

Next week, the Senate and Assembly will hold lengthy floor sessions in order to consider those 742 bills and meet Friday’s house of origin deadline. Since we are in the first year of the 2025-26 Legislative Session, the bills that fall short of the deadline will, barring any rule waivers, be considered inactive for the rest of 2025, but can potentially be revived next year.

While most bills clear the house of origin deadline, it is much harder to get out of the second house than the first for various reasons. Second house policy committees expect the kinks of a bill to be substantially worked out by this point in the process and are not as forgiving as when a bill was just a few weeks old, as is the case during the first round of policy committee hearings. Additionally, priorities of one house may not align with the priorities of the other, making certain measures more difficult to pass than others.

With lawmakers staring down the prospect of a \$12 billion shortfall in 2025-26, it will be interesting to see how many bills they send to Governor Gavin Newsom at the end of the session.

To jump to certain topics, click on any of the appropriate links below:

- [Employees](#)
- [Governance and District Operations](#)
- [Instruction](#)
- [School Safety and Student Discipline](#)
- [Legislative Calendar](#)

Employees

Assembly Bill (AB) 917 (Ávila Farías, D-Concord)—Average Daily Attendance of Less than 250 Pupils: Permanent Status. Beginning July 1, 2026, this bill requires service as a regional occupational center/program instructor to count toward attaining classification as a permanent employee of a school district. Current law includes various provisions that grant permanent status for certificated employees of school districts or county offices of education (COEs) with an average daily attendance (ADA) of 250 students or more and exempts certificated employees of school districts or COEs with ADA less than 250 students from attaining permanent status. This bill also deletes the exemptions for certificated employees at school districts or COEs with ADA less than 250.

AB 1109 (Kalra, D-San Jose)—Evidentiary Privileges: Union Agent-Represented Worker Privilege. This bill would create a new evidentiary privilege for confidential communications between union agents and represented employees, similar to those traditionally granted to other relations that are characterized by confidentiality, including those between spouses, attorney and client, doctor and patient, and a clergy and penitent.

Governance and District Operations

AB 699 (Stefani, D-San Francisco)—Elections: Local Tax Measures. Under current law, if a proposed local measure imposes a tax or raises the rate of a tax, the ballot must include the amount of money to be raised annually by the tax and the rate and duration of the tax.

If the measure imposes or increases a tax with more than one rate or authorizes the issuance of bonds, this bill would, as amended on May 5, 2025, allow the local government or initiative proponents submitting the measure to the voters to direct the elections official to include on the ballot a statement directing the voters to the county voter information guide for tax rate information, in lieu of providing the information described above. If the local government or initiative proponents choose to direct voters to the county voter information guide, the bill would require local elections officials to mail a measure information statement with the sample ballot for the election. The bill would require the measure information statement to include, among other things, a description of the purpose of the tax and how the revenue will be spent, a list of all tax rates expected to apply, and the duration of the tax.

AB 699 cleared the Assembly Appropriations Committee last week, and as of this writing, it is on the Assembly floor awaiting a vote.

Instruction

Senate Bill (SB) 334 (Reyes, D-Fullerton)—Sexual Harassment, Sexual Assault, and Sexual Abuse Prevention: Safety. As amended on May 23, 2025, this bill would require the California Department of Education (CDE) to review, by January 1, 2028, the existing “California School Climate, Health, and Learning Survey System” to identify areas of the surveys where age-appropriate questions related to sexual harassment, sexual assault, and

sexual abuse safety can be incorporated in order to ensure a safe campus climate. The bill would additionally establish the first two full weeks in April and the first two full weeks in September as “Sexual Harassment Safety Weeks” and require the Instructional Quality Commission to consider, in the next revision of the Health Education Framework, including information on procedures for complaints and investigations relative to sexual harassment and abuse. Finally, the bill would encourage school districts to provide, as part of sexual health education, instruction that includes information on procedures for complaints and investigations relative to sexual harassment and abuse and states legislative intent that every high school provide an annual training for high school students related to sexual harassment prevention.

On Wednesday, May 28, 2025, SB 334 was approved 36-0 on the Senate floor and is now in the Assembly awaiting to be referred to a policy committee. This means that the bill has cleared the June 6 deadline to get out of the house of origin.

SB 472 (Stern, D-Los Angeles)—Holocaust and Genocide Education: Notice, Survey, and Grant Program. As amended on May 7, 2025, this bill would require the State Superintendent of Public Instruction (SSPI) to establish the Holocaust and Genocide Education Grant Program to provide direct allocations to local educational agencies (LEAs) for the purposes of providing Holocaust and genocide education and professional training. This bill would also require the CDE to issue a notice to LEAs serving pupils in grades 7-12, clarifying that social science instruction is designed to provide a foundation for the understanding of human rights issues with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust. Finally, this bill would authorize the CDE to issue a survey to LEAs, no more than two years after the notice, on the status of Holocaust and genocide instruction at their schools.

Originally, the bill would have also required all LEAs, regardless of participation in the grant program, to submit an annual report to the CDE on Holocaust and genocide education that the LEA provides. However, the author accepted an amendment from the Senate Education Committee to strike the reporting requirement from the bill.

SB 472 cleared the Senate Appropriations Committee last week and, as of this writing, is on the Senate floor awaiting a vote.

SB 745 (Ochoa Bogh, R-Yucaipa)—American Government and Civics: Curriculum Guide: State Seal of Civic Engagement. As amended on May 7, 2025, this bill would require the CDE in consultation and subject to the approval of the State Board of Education, to enter into a contract with a COE, or a consortium of COEs, to develop a curriculum guide for the one-year course in American government and civics. This bill would also require school districts participating in the State Seal of Civic Engagement (SSCE) to deem the completion of a one-year course in American government and civics as satisfying a specified criterion for receiving the SSCE.

Originally, this bill would have required students to complete a one-year course in American government and civics in order to graduate from high school beginning with the 2032-33 school year. However, the author agreed to accept an amendment from the Senate Education Committee to strike the graduation requirement from the bill. The committee has been judicious in approving legislation that places more graduation requirements on students.

SB 745 cleared the Senate Appropriations Committee last week and, as of this writing, is on the consent calendar of the Senate floor awaiting a vote.

School Safety and Student Discipline

AB 727 (González, M., D-Los Angeles)—**Identification Cards**. This bill would require public schools serving students in grades 7-12 and public or private higher education institutions that issue student identification cards to include the telephone and text number for the Trevor Project's suicide hotline that is available 24 hours per day and 7 days a week.

SB 848 (Pérez, D-Pasadena)—**School Employee Misconduct: Child Abuse Prevention**. This bill would:

1. Require LEAs, by July 1, 2026, to adopt policies addressing professional boundaries between students and school employees, adult volunteers, and school contractors; appropriate limits on contact between students and school employees, volunteers, and school contractors via social media, texting, and other forms of communication; and school facilities and furnishings that promote safe environments for learning that are easily supervised.
2. Require LEAs to update their school safety plan by July 1, 2026, to include procedures for addressing the supervision and protection of children from abuse or sex offenses.
3. Expand requirements to verify work history from certificated positions to non-certificated positions at all public and private school employers.
4. Create a California Teacher Credentialing database for non-certificated staff at LEAs and private schools that includes substantiated reports of egregious misconduct.
5. Expand the definition of a mandated reporter to include all school employees, volunteers, and board members.
6. Require the SSPI to develop guidance for instructing students on appropriate boundaries between students and adults and abuse prevention and reporting by July 1, 2026, and require LEAs to provide all students in-person instruction using the guidance developed by the SSPI beginning July 1, 2027.
7. Require the SSPI in consultation with the Office of Child Abuse Prevention to provide statewide guidance on the responsibilities of mandated reporters who are school personnel; the CDE to develop an appropriate means of instructing school personnel on prevention of abuse; and LEAs to annually provide and ensure all mandated reporters complete child abuse prevention training beginning July 1, 2026.

2025 Legislative Calendar—Upcoming Holidays and Deadlines

MIDDLE SCHOOL SUMMER PLANNING SCHEDULE 2025-26 SCHOOL YEAR

MANDATORY TRAININGS	OPTIONAL TRAININGS
JUNE 9 AND 10 ALL middle school staff 8 a.m. - 3:30 p.m. (Hilton Garden Inn) TOPIC: Creating and (agreeing upon) Middle School behavioral norms, policies, and approaches	JUNE 11 CA Math Frameworks 8:30 a.m. - 3:30 p.m. (Manzanita MPR) TOPIC: Overview of CA Math frameworks
JUNE 12 SPED Department only 9 a.m. – 2:00 p.m. (Principal’s office) TOPICS: Staffing, schedules, and resource approach for middle school students	AUGUST 4 1 st annual Middle School Kickoff (Jumpstart) session GRADES 6 and 7 scholars 12:00 p.m. – 3:00 p.m. (MPR) TOPICS: Team building, setting expectations, reviewing schedules, etc....
JUNE 13 Science teachers and TOSA only 9 a.m. – 2:00 p.m. (BISTRO) TOPICS: Review new science pathways, discuss lab approaches, fine-tune TOSA role, deepen connection with STEM elective with Science coursework, etc...	JULY 24 All middle school staff Walk-in hours between 9:00 a.m. – 3:00 p.m. (BISTRO) TOPICS: Personalized administrative support for all staff to come in with any questions or needs to address immediately. GOAL: Remove last minute roadblocks
JUNE 16 PE/Sports Coordinator and all Coaching staff 9:00 a.m. – 2:00 p.m. (BISTRO) TOPICS: Coach safety trainings, practice schedules, starting timelines for each sport, family communication, transportation, league competitions	
JUNE 20 School Registrar, AHC administrative assistant, School Dean 9:00 a.m. – 2:00 p.m. (BISTRO) TOPICS: OASIS grading, attendance reporting review, CUM folder reporting	
JULY 23 AVID planning/implementation Avid Coordinator, school counselor, and homeroom/classroom teachers 9:00 a.m. – 2:00 p.m. (BISTRO) TOPICS: AVID middle school focus, college visit calendar, AVID certification requirements, AVID lessons, and AVID marketing	

Manzanita Governance Board

Unadopted Minutes

MAY 14, 2025

Regular Board Meeting

Governance Board Members

Chairman	Arleen Pelster
Vice Chairman	Krishna Flores
Secretary	Eli Villanueva
Treasurer	Monique Mangino
Member	Alfonso Gonzalez

The regular board meeting of the Governance Board of Manzanita Public Charter School will be held at Manzanita Public Charter School, Staff Lounge, 991 Mountain View Blvd, Vandenberg Space Force Base, CA 93437 on May 14, 2025, 2024 at 3:30 PM and will also be held via teleconference.

Members of the public who wish to access this Board meeting via Zoom may do so by clicking the direct link: <https://us02web.zoom.us/j/6825676592>

The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

- A) Call to Order Time: 3:30 PM
 Pledge of Allegiance
 Establish Quorum 5/5
 Opening Comments/Introductions/Welcome Guests

- B) Communications
 Instructions for Presentations to the Board by Parents and Citizens

Manzanita Public Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often.

Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available in Spanish and English to all audience members who wish to speak on any agenda item(s) or under the general category of "Oral Communications."
3. "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes each and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. A member of the public requiring an interpreter will be provided six (6) minutes for public in accordance with section 54954.3 of the Government Code.

Any public records relating to an agenda item for an open session of the Board meeting which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 991 Mountain View Blvd, Vandenberg Space Force Base, CA 93437.

In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Director's office.

C) Adjourn to the Closed Session Time: _____ Tabled to next meeting.

The Governing Board will consider and may act upon the following items in closed session. Any action taken will be reported upon reconvening to open session.

1. Public employee performance evaluation (Gov. Code, § 54957, subd. (b)(1))
Title: Superintendent
2. Public employee performance evaluation (Gov. Code, § 54957, subd. (b)(1))
Title: Assistant Principal

D) Reconvene to Open Session Time: _____

E) Public Report on Action Taken in Closed Session (includes the vote or abstention of every member present).

F) Presentation
None.

G) Reports

1. Superintendent's Report
 - a. Enrollment Report (Attachment A)
 - b. Prop 51/PSMI Update
 - c. Charter Renewal Update
 - d. Tractor Purchase Update (Attachment B)
2. Principal's Report
 - a. May Celebrations
 - b. Alice in Wonderland Play
 - c. Field Day
 - d. 6th Graders at Science Camp
3. Vandenberg Space Force Base Report
Crystal Adams - School Liaison
4. Board Member(s) Report
None.

H) Consent Agenda Items

Motion: Eli Villanueva Second: Krishna Flores Vote: 5/5

1. Approval of the April 9, 2025 regular board meeting. (Attachment C)
2. Approval of the check detail, deposit detail and unpaid bills. (Attachment D)
3. Approval of the 2025-2026 Nutrition contract between Lompoc Unified School District and Manzanita Public Charter School. (Attachment E)
4. Approval of Stippened Middle School Positions: Dance Coach, Sports Coach, AVID Coordinator, and Athletic Coordinator. (Attachment F)
5. Approval of purchasing the World Languages curriculum “Reporteros” for grades 6-8. (Attachment G)
6. Approval of purchasing the Health Education curriculum “Teen Health” for grades 6-8. (Attachment H)
7. Approval of purchasing the English Language Arts and Social Studies curriculum “Common Lit 360” for grades 6-8. (Attachment I)
8. Approval of purchasing the Science curriculum “Amplify” for grades 6-8. (Attachment J)

I) Items Scheduled for Information and Discussion

1. Delta Management Solutions (DMS) monthly update to the board. (Attachment K) (Candice Phillips)
2. Staff Salary Comparisons. (Attachment L) (Candice Phillips)
3. Local Control and Accountability Plan (LCAP) and Local Indicators. (Matthew Stowell) Tabled.

J) Items Scheduled for Action/Consideration

1. Discussion and approval to add School Principal to Sierra Bank Fundraising Account as a signer. (Suzanne Nicastro)

Motion: Alfonso Gonzalez Second: Monique Mangino Vote: 5/5

2. Discussion and approval of Middle School “College for Kids” summer program at Allan Hancock College Lompoc Center. (Attachment M) (Suzanne Nicastro)

Motion: Krishna Flores Second: Alfonso Gonzalez Vote: 5/5

K) Future Agenda Items

1. Parent/Scholar Handbook
2. Employee Handbook
3. Estimated cost of tractor maintenance
4. Summer School at Allahn Hancock College Scholar Presentation
5. Summary of Legislative Updates for the August 2025 Regular Board Meeting (quarterly updates)

L) Next Meeting

Public Hearing for Local Control and Accountability Plan (LCAP) and 2025-2026 School Budget will be held on Wednesday, June 11, 2025 at 3:30 PM at Manzanita Public Charter School, Staff Lounge, 991 Mountain View Blvd, Vandenberg Space Force Base, CA 93437.

Regular scheduled meeting of the Governance Board will be held on Wednesday, June 18, 2025 at 3:30 PM in the Manzanita Public Charter School Staff Lounge.

M) Adjournment

Time: 4:24 PM

Manzanita Public Charter School: Warrant Report - April 2025

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
1083	4/18/2025	Rotary Dist 6110 Foundation	1083	3d grade dictionaries	288.00
1085	4/1/2025	Eddies Grill	1085	Eddies Grill staffing service lunch	517.20
12003	4/3/2025	Column Software PBC	E1C21216-0001.	Add for food service vendor	801.06
12004	4/3/2025	Producers Dairy Foods,Inc.	2512507802.	Invoice for PO#-1003 Producers Dairy - Milk Lunchroom	296.85
12005	4/10/2025	Lompoc Unified School District	INV25-00077.	Invoice for REQ# 25-254 LUSD-Jan Meals	20,958.00
12006	4/10/2025	Producers Dairy Foods,Inc.	2512508502.	Invoice for PO#-1003 Producers Dairy - Milk Lunchroom	388.36
12006	4/10/2025	Producers Dairy Foods,Inc.	2512509202.	Invoice for PO#-1003 Producers Dairy - Milk Lunchroom	182.46
12007	4/10/2025	Veritiv Operating Company	619-36379100.	Invoice for PO#-911 Veritiv Maint orders	521.24
12009	4/24/2025	Producers Dairy Foods,Inc.	2512509903	Invoice for PO#-1003 Producers Dairy - Milk Lunchroom	317.57
12010	4/24/2025	Veritiv Operating Company	619-36371211	Invoice for PO#-911 Veritiv Maint orders	16.92
12010	4/24/2025	Veritiv Operating Company	619-36379101	Invoice for PO#-911 Veritiv Maint orders	67.67
3605	4/3/2025	Punchout Amazon	1QN3-NVFG-JLKD	Invoice for PO#-1163 6th grade ELS prize	95.60
3606	4/3/2025	Becky Ranney	032725-Reimb BR	Reimb. fo Math superbowl lunch	91.00
3607	4/3/2025	Big Green Cleaning Company	668712	Invoice for PO#-1170 Big Green - Janitor fill-in	672.00
3607	4/3/2025	Big Green Cleaning Company	668762	Invoice for PO#-1171 Big Green - janitor fill-in	3,177.00
3608	4/3/2025	Delta Managed Solutions	MPCS 04-25	DMS April 2025 Business Services	13,004.56
3609	4/3/2025	Diverse Pest Management Inc.	28251	Invoice for REQ# 25-252 Diverse Pest-March 2025	1,500.00
3610	4/3/2025	Jenny Klinedinst	032725-Reimb JK	Reimb.Jog-A-Thon	117.98
3611	4/3/2025	Channel Islands Young Mens's Christian Association	000015	Invoice for PO#-1169 YMCA-FEB ELOP	18,078.35
3612	4/3/2025	Punchout Office Depot	414709599001	Invoice for PO#-1157 Supplies	33.70
3612	4/3/2025	Punchout Office Depot	414709600001	Invoice for PO#-1157 Supplies	30.70
3612	4/3/2025	Punchout Office Depot	414709611001	Invoice for PO#-1157 Supplies	26.83
3613	4/3/2025	SBCEO Santa Barbara County Education Office Communications	52C24-00017	Invoice for PO#-660 Crisis Communication Workshop	425.00
3614	4/10/2025	Advanced Computer Experts	805	Invoice for PO#-1174 Advanced Computer Experts	1,360.00
3615	4/10/2025	Punchout Amazon	199Q-P1W1-6RMD	Invoice for PO#-1167 Spring Play Costumes	362.68
3615	4/10/2025	Punchout Amazon	1JKV-7HL4-3PMR	Invoice for PO#-1168 Spring play costumes	64.14
3615	4/10/2025	Punchout Amazon	1N3J-6HF3-PLXP	Invoice for PO#-1167 Spring Play Costumes	51.50
3615	4/10/2025	Punchout Amazon	1VP7-T91C-3XJN	Invoice for PO#-1176 Wintime game	21.74
3615	4/10/2025	Punchout Amazon	1W7T-QD6J-4PGY	Invoice for PO#-1168 Spring play costumes	62.80
3616	4/10/2025	Vestis	5020775469	Invoice for REQ# 25-255 Vestis	72.08
3617	4/10/2025	Big Green Cleaning Company	668931	Invoice for PO#-1177 Big Green	(685.00)
3617	4/10/2025	Big Green Cleaning Company	669551	Invoice for PO#-1177 Big Green	2,947.00
3618	4/10/2025	CSM Counselling, Inc.	19041	Invoice for PO#-1182 CSM - e-rate	625.00
3619	4/10/2025	Frontier Communications	062408-032825	Invoice for PO#-1183 Frontier	94.26
3620	4/10/2025	Innovative School Solutions, Inc.	MPS203	Invoice for PO#-1184 Oasis	950.00
3621	4/10/2025	Lanspeed	59161	Invoice for REQ# 25-257 Lanspeed	2,565.00
3622	4/10/2025	National Charter School Conference	806221	Conference Katherine,Jenny	1,250.00
3623	4/10/2025	Positive Promotions, Inc.	07536871	Invoice for PO#-1166 Testing motivation	397.05
3624	4/10/2025	Punchout Staples	7004693565	Invoice for PO#-1173 Supplies	75.91
3624	4/10/2025	Punchout Staples	7004763920	Invoice for PO#-1172 Medication bags	197.02
3625	4/10/2025	STA West Region	5202128	Invoice for REQ# 25-256 STA-Mar busing	77,588.76
3625	4/10/2025	STA West Region	70296487	Invoice for REQ# 25-258 STA-field trip	330.99
3626	4/10/2025	VISA	9677-032825	Visa 9677 Anthony Slade	756.61
3627	4/10/2025	VISA	7179-032825	Visa 7179 Joanne Johnson	5,573.33
3628	4/10/2025	Wells Fargo Financial Leasing Inc.	5033747838	Invoice for REQ# 25-259 Copier Lease	1,422.55
3631	4/15/2025	That's My Forte-Erin Forte	040725	Invoice for REQ# 25-265 Staff Purple up Shirts	990.00
3633	4/24/2025	Punchout Amazon	1D11-1GJW-1H6W	Invoice for PO#-1178 Purple up week	103.15
3633	4/24/2025	Punchout Amazon	1LC9-G19F-HTNF	Invoice for PO#-1181 Drama Costume	67.39

Manzanita Public Charter School: Warrant Report - April 2025

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
3633	4/24/2025	Punchout Amazon	1QGY-7DTN-4GJC	Invoice for PO#-1180 Drama Costume	55.39
3633	4/24/2025	Punchout Amazon	1WXW-1R7J-PKLV	Invoice for PO#-1167 Spring Play Costumes	29.35
3634	4/24/2025	Vestis	5020784689	Invoice for PO#-1190 Vestis	72.08
3635	4/24/2025	Big Green Cleaning Company	670373	Invoice for PO#-1192 Big Green - Janitor fill in	144.00
3635	4/24/2025	Big Green Cleaning Company	670519	Invoice for PO#-1194 Big Green- Janitor fill-in	1,262.00
3636	4/24/2025	Kate Busarow	041825-Reimb KB	Reimb. for easter grams	212.95
3637	4/24/2025	Kimberly Hurd	041825-1 Reimb KH	Reimb. Drama prop	68.96
3637	4/24/2025	Kimberly Hurd	041825-Reimb KH	Reimb. for math organizational items	319.55
3638	4/24/2025	Lexie Rickards	041425-Reimb LR	Reimb. for books for scholars	993.38
3639	4/24/2025	Channel Islands Young Mens's Christian Association	000016	Invoice for PO#-1191 YMCA-Mar ELOP	17,908.00
3640	4/24/2025	LUSD	INV25-00134	Invoice for PO#-1189 LUSD-Natural Gas Feb	1,934.66
3640	4/24/2025	LUSD	INV25-00135	Invoice for PO#-1188 LUSD-Dec Utilites	1,234.34
3641	4/24/2025	Punchout Staples	7004844649	Invoice for PO#-1179 Kat's office chairs	337.77
3641	4/24/2025	Punchout Staples	7004947318	Invoice for PO#-1185 Supplies	79.08
3642	4/24/2025	BRITTANY SIGNORELLI	031725	Invoice for PO#-1187 Math Superbowl Shirts	224.00
3643	4/24/2025	Veritiv Operating Company	619-36374501	Invoice for PO#-911 Veritiv Maint orders	620.32
3644	4/24/2025	VISA	1313-032825	Visa 1313 Suzanne Nicaastro	3,737.07
3645	4/30/2025	Punchout Amazon	1DKD-14R9-4TKL	Invoice for PO#-1196 Testing items	183.68
3645	4/30/2025	Punchout Amazon	1N31-PGMV-67CM	Invoice for PO#-1186 GAGA Ball pit	239.24
3645	4/30/2025	Punchout Amazon	1NWQ-K9XF-64K3	Invoice for PO#-1197 Field Day	68.24
3645	4/30/2025	Punchout Amazon	1TCJ-11PT-4VLY	Invoice for PO#-1198 testing prizes	63.08
3645	4/30/2025	Punchout Amazon	1W7D-MK4Y-XMDN	Invoice for PO#-1178 Purple up week	199.80
3646	4/30/2025	Vestis	5020793962	Invoice for REQ# 25-277 Vestis	72.08
3647	4/30/2025	Punchout Staples	7004958922	Invoice for PO#-1185 Supplies	143.22
3648	4/30/2025	LUSD	INV25-00154	Invoice for REQ# 25-273 LUSD-Feb Meals	30,336.80
3648	4/30/2025	LUSD	INV25-00155	Invoice for REQ# 25-274 LUSD-Mar meals	31,350.60
3648	4/30/2025	LUSD	INV25-00156	Invoice for REQ# 25-275 LUSD-Dec Domino's pizza missed charg	1,913.60
3648	4/30/2025	LUSD	INV25-00157	Invoice for REQ# 25-276 LUSD-Jan Domino's Pizza missed charg	1,913.60
3649	4/30/2025	Producers Dairy Foods,Inc.	2512510602	Invoice for PO#-1003 Producers Dairy - Milk Lunchroom	249.62

Report Total

254,818.47



Attachment F

991 Mountain View Blvd,
Vandenberg Space Force Base, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com

A Gold Ribbon School

Scholar and Parent Handbook

Choice, Commitment, Achievement



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INTRODUCTION

At Manzanita Public Charter School (“MPCS,” “Manzanita,” or the “Charter School,” “Manzana Middle School Academy”), scholars and parents can expect to feel safe, protected, and valued. As a public school we have the responsibility to make sure that everyone is treated with respect, dignity, and a strong sense of belonging. This handbook is a guide and outlines our expectations, principles, and shared responsibilities all of which shape our school and provide the educational opportunity you and your scholar deserve.

The simple yet powerful beliefs listed below must be our shared philosophies. They provide the learning environment that reveals a vision for what it will mean to be a literate person in the twenty-first century.

- MPCS is a school where scholars are challenged and will develop critical thinking skills.
- MPCS is a school where scholars will thrive as readers, writers, and mathematicians.
- MPCS is a school where scholars learn to create and appreciate visual and musical arts.
- MPCS is a school that celebrates diversity and character development through multiculturalism and personal responsibility.

High levels of achievement are created through commitment.
We look forward to an extraordinary school year.

ADMINISTRATION OFFICE HOURS
MONDAY-FRIDAY
8:00 AM – 4:00 PM

MISSION

Gold Ribbon Achieving School

Manzanita Public Charter School (referred to from here as MPCS) is a high achieving and alternate choice for local families to educate their scholars in a balanced literacy program using our Strength Based Instructional Model. Manzanita is a transitional kinder through eighth grade school that has grown from approximately 200 to 525 scholars in over 15 years with the addition of Manzanita Middle School Academy in the 2025-2026 school year. Our scholars have a wide variety of backgrounds including low socioeconomic, military, second language learners, and GATE. Manzanita provides scholars with more individualized instruction time to meet scholars at their level. Manzanita values the whole child and encourages scholar participation in elective learning models. We offer an arts program, Outdoor Education, STEM classes, Physical Education, a choral music program, and drama club. Since inception, Manzanita has implemented a longer school day to boost scholars learning, help with closing the achievement GAP, and provide scholars with the time for elective learning models.

BELIEFS

MPCS believes that excellence in education must be created by implementing these educational viewpoints.

- Hold all scholars, parents, and teachers to the highest standards.
- Emphasize learning as a shared responsibility.
- Prepare lifelong learners that have the skills, capacity, and knowledge to assume their position in a global economy.
- Celebrate diversity through bi-literacy and multiculturalism.
- Implement effective research based instructional practices aligned to California CommonCore State Standards (“CCSS”).

- Mountain Lion
- Choice, Commitment, Achievement
- Forest Green/Maroon

THE MANZANITA SCHOLARLY PURSUITS

At Manzanita you will hear staff speak of scholarly behaviors or scholarly pursuits. A scholar is a person who seeks knowledge – a learner. We encourage you to ask your child, “What scholarly behavior/scholarly pursuits did you practice today?” Ask your child to name just one or two; this will help them distinguish themselves as budding scholars.

Thinking like a scholar!
A scholar has a thirst for knowledge.
A scholar takes time to ponder.
A scholar views the world from different perspectives.
A scholar sets goals.
A scholar takes risks.
A scholar uses many resources.
A scholar actively participates.
A scholar asks questions.
A scholar is curious.
A scholar perseveres and practices.

CHARTER SCHOOLS

A charter school is exempt the laws and regulations governing school districts; except where specifically noted in the law. The law requires that a public charter school be nonsectarian in its programs, admission policies or employment practice. Public charter schools may not charge tuition and may not discriminate against any individual.

NONDISCRIMINATION

MPCS does not discriminate against any scholar or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to scholars with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

MPCS is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor, or other person with which the Charter School does business, or any other individual, scholar, or volunteer. This policy applies to all employees, scholars, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

HOMELESS SCHOLARS

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

The Superintendent or designee designates the following staff person as the Charter School Liaison for homeless scholars (42 USC 11432(g)(1)(J) & ©(3)©.):

Principal
991 Mountain View Blvd.
Vandenberg Space Force Base, CA 93437
(805) 734-5600

The Charter School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless scholars enroll in and have a full and equal opportunity to succeed at Charter School.
3. Homeless scholars and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless scholar who enrolls at MPCs, a copy of the Charter School’s complete policy shall be provided at the time of enrollment and at least twice annually.

MPCS GOVERNANCE BOARD

The MPCs Governance Board establishes all policies, regulations, and makes financial decisions.

The MPCs Governance Board meets on the second Wednesday of each month and consists of between five (5) to nine (9) voting Board members. MPCs Governance Board by-laws and policies are available upon request and on our website at www.manzanitacharterschool.com

SCHOOL TO HOME COMMUNICATION

Our Manzanita Website: www.manzanitacharterschool.com is available and updated regularly. Monthly event calendars are sent home to keep you informed of current school events. In addition, the school hosts Parent Square App and Facebook page which is updated regularly with current educational news and the ongoing MPCs evolution and improvement. The website will include a message from the Principal, Breakfast/Lunch Menu, and informs you of upcoming events.

MAIN: (805) 734-5600 Monday-Friday from 8:00 AM to 4:00 PM
(After hours; please leave a message)

ATTENDANCE: (805) 734-3008

EMERGENCY PHONE: (805) 245-4654

FAX NUMBER: (805) 734-3572

EMAIL: info@manzanitacharterschool.com

Manzanita Yearly Registration Forms

Each year, the week before school starts in August, all parents must attend the Manzanita Registration Fair to complete required documents.

SCHOOL SCHEDULE

TIMES INCLUDE ALL GRADES (Transitional Kinder through **Eighth Grade**)

DAILY START	8:10 AM
DAILY SCHOOL WIDE MORNING RECESS	10:00 AM – 10:15 AM
DISMISSAL (Monday/Tuesday/Thursday/Friday)	2:50 PM

EARLY RELEASE

(Last Day of School/All Wednesdays/Scholar LED Conferences)

DAILY START	8:10 AM
DISMISSAL	12:10 PM

LUNCH

TK/Kindergarten/1 st GRADE	11:20 AM - 11:50 AM
2 nd /3 rd GRADES	11:40 AM - 12:10 AM
4 th /5 th GRADES	12:00 AM - 12:30 AM
6th/7th/8th GRADE	12:15 PM - 12:55 PM

EARLY RELEASE LUNCH (Last day of school/ALL Wednesdays/Scholar Led Conferences)

Tk/Kindergarten/1 st GRADE	11:00AM
2 nd /3 rd GRADES	11:20AM
4 th /5 th GRADES	11:35AM
6th/7th/8th GRADE	11:35AM

PRECIPITATION/EXTREME WEATHER

TRANSITIONAL KINDER/KINDERGARTEN/1 ST GRADE	11:00 AM - 11:30 AM
2 ND /3 RD GRADES	11:25 AM - 11:55 AM
4 th /5 th GRADES	11:50 AM - 12:20 PM
6th/7th/8th GRADE	12:15 PM - 12:45 PM

INSTRUCTIONAL MINUTES

The California Education Code calls for a minimum of instructional days and a minimum of instructional minutes per year. The table below compares the number of required instructional days and minutes offered at MPCS. Expanded instructional minutes give our scholars time to learn and develop critical thinking skills. Extended instructional minutes also give teachers time to implement **English Language Arts**, Mathematics, Science, Social Studies and Visual and Performing Arts aligned to the California State Standards CCSS.

GRADE	MANZANITA	CALIFORNIA STATE REQUIREMENT
Transitional Kinder – 8 th Instructional Days	180 Instructional Days	180 Instructional Days
Kinder Instructional Minutes	55,125 Instructional Minutes	36,000 Instructional Minutes
1 st Instructional Minutes	55,125 Instructional Minutes	50,400 Instructional Minutes
2 nd – 3 rd Instructional Minutes	55,125 Instructional Minutes	50,400 Instructional Minutes
4 th – 5 th Instructional Minutes	55,125 Instructional Minutes	54,000 Instructional Minutes
GRADE	MANZANA ACADEMY	CALIFORNIA STATE REQUIREMENT
6 th – 8 th Instructional Minutes	55,125 Instructional Minutes	54,000 Instructional Minutes

SCHOLAR ATTENDANCE

In order to provide extraordinary levels of achievement, daily attendance is critical. Please plan medical appointments during school vacations or after the school day. A child who misses five (5) or more consecutive days without any notification to the school office may be withdrawn from the charter school. If a scholar accumulates excessive absences of eight (8) or more the Scholar may receive a recommendation from the principal to return to their neighborhood or exit school. MPCS can excuse absences for: illness, bereavement, court appointment, doctor/dentist appointments, immunizations, and religious holidays.

PERFECT ATTENDANCE

We recognize individual scholars for perfect attendance each trimester at our “Scholarly Awards Assembly.” Perfect attendance is defined as NO absences. Excessive scholar tardy reports of **five (5)** or more will affect perfect attendance status.

SCHOLAR ABSENCES

If your scholar is **absent**, it is important that you call the administration office on the day of the absence. Please contact us at (805) 734-3008. We encourage you to **also** inform your scholar’s teacher so they can update you on activities and missed assignments. Upon returning to school following an absence of three (3) or more days for a medical reason, we require parents to provide the school with a physician’s note. Please make sure that the date and reason for the absence is included. It is imperative that you inform your scholar’s classroom teacher **and** the principal of any medical difficulties that your child has experienced. We are committed to keeping children safe and healthy.

MANZANITA’S INDEPENDENT STUDY CONTRACT (ISC)

Manzanita Public Charter School (“Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School as approved by the superintendent or designee. No student will be permitted to participate in independent study in excess of fifteen (15) cumulative days per school year. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

LATE ARRIVALS/EARLY DEPARTURES

Scholars will be considered tardy if they are more than five (5) minutes late (8:15 AM) to school. Excessive tardies (8 or more) can also lead to a possible return to the scholar's neighborhood school. It is very important that scholars arrive to school on time; however, there are times when scholars may be delayed. Scholars should proceed directly to class when they arrive less than 5 minutes after school start time. If your child arrives more than 5 minutes after the start of the instructional day, parents must bring them to the administration office and sign them in. If your scholar must leave early, please sign them out in the administration office.

Extended Learning Opportunity Program (ELOP) – Early Dismissal Policy

Our ELOP program is operated in partnership with the YMCA. For early dismissal and attendance guidelines, please refer to the YMCA's attendance policy provided during the registration process.

DRESS CODE - SCHOLAR UNIFORM POLICY

MANZANITA PUBLIC CHARTER SCHOOL and MANZANA ACADEMY

Scholars who attend MPCs and Manzana Middle School Academy **must** wear the school uniform. The administration reserves the right to make judgments on any article of clothing or mode of dress which may disrupt learning and/or compromises a safe and orderly learning environment. School dress should not include any clothing item which makes a political statement, is offensive to others, and promotes hate of any kind.

MANZANITA (TK – 5TH GRADE)

- **Tops** – Scholars will be required to wear collared polo shirts – short or long sleeves. These polo shirts must be solid colors of either forest green or maroon. Scholars will also be permitted to wear spirit wear and school sponsored shirts; scholars will be allowed to wear sweaters, cardigans and sweatshirts. **school colors are encouraged for all outerwear.** Scholars are permitted to wear turtlenecks under collared polo shirts.
- **Bottoms** - Scholars will be required to wear denim/jean pants, shorts, skirts, or jumpers. Bottoms can also include SOLID navy blue OR black pants. Shorts, dresses, jumpers, skirts and skorts can be no shorter than one hand-length above the knee. No tears or holes. No sweats, printed leggings, track pants, or pajamas are allowed. **All bottoms should be solid-no logos or patterns.**
- **Hats and Hoods**- Manzanita has a no hat/hood policy indoors. Hats/hoods may be worn outside at recess, PE, Outdoor Education, and on field trips.
- **Footwear** – MPCs recommends scholars wear athletic/tennis shoes that cover the entire foot.
- If families are unable to provide a uniform for their scholars, the school will provide it to them. Shirts will be available at the Mandatory Registration Fair or by calling the front office at (805) 734-5600.

MANZANA ACADEMY (6TH – 8TH GRADE)

- **Tops** – Scholars will be required to wear collared polo shirts – short or long sleeves. These polo shirts must be solid colors of either forest green, maroon, or navy blue. Scholars will also be permitted to wear Spirit wear and school sponsored shirts. Scholars will be allowed to wear sweaters, cardigans, and sweatshirts in the colors forest green, maroon, or navy blue. **ALL Manzanita Academy scholars will receive a navy-blue zippered sweatshirt.**
- **Bottoms** - Scholars will be required to wear BLACK jean pants, BLACK shorts, OR BLACK skirts. Shorts, dresses, skirts and skorts can be no shorter than one hand-length above the knee. **NO** tears or holes. No sweats, printed leggings, or pajamas are allowed.
- **Hats and Hoods**- Manzanita has a no hat/hood policy indoors. Hats/hoods may be worn outside at recess, PE, Outdoor Education, and on Field trips.
- **Footwear** – MPCs recommends scholars wear athletic/tennis shoes that cover the entire foot.
- If families are unable to provide a uniform for their scholar, the school will provide them. Shirts will be available at the Mandatory Registration Fair or by calling the front office at (805) 734-5600.

WACKY WEDNESDAY AND MPCS SPIRIT DAYS

On scheduled Spirit Days, scholars are encouraged to participate in themed dress days. If scholars do not participate in themed dress days, then appropriate school uniform clothing is required. The expectation is that **EVERY** other school day ALL scholars **WILL** be in their school uniform.

UNIFORM VIOLATIONS

Scholars who come to school not wearing the required school uniform can call home and have a parent bring the required MPCS uniform or will be allowed to borrow appropriate attire for the instructional day. Scholars who continually violate the MPCS Uniform policy will be subject to the loss of Free Dress privileges on Wednesdays and further discipline consistent with Manzanita's suspension and expulsion policies and procedures.

FOOD SERVICE

MPCS contracts with Lompoc Unified School District ("District") for food services and will offer the National Breakfast/Lunch Program. The district will provide meals and full food service. Each breakfast and lunch will provide an entrée, fruit, and or milk. All families are required to submit an application each school year to establish eligibility for free/reduced meals.

MEAL COSTS

All scholars are provided a free breakfast and lunch each school day.

FREE OR REDUCED MEALS

Parents need to complete the Free/Reduced Lunch Application **during Registration Fair**. The actual number of completed applications provides very important information and supports State/Federal funding. Applications are available in the school office. All applications are processed with the highest level of confidentiality.

LUNCH FROM HOME

Some scholars bring their lunches to school with them. **If your scholar brings a lunch to school, please provide a healthy lunch (e.g., fruit, crackers, veggies). No gum, candy, soda, canned drinks, or caffeine drinks including energy drinks are allowed.** Please make sure that your scholar has their name written on the inside of their lunch bag or box. Each classroom has a large lunch box available for lunch storage. Parents are encouraged to come to school and enjoy lunch with their children as often as they would like. Please remember to sign in at the office **and get a visitor's pass** before joining your child for lunch.

SNACK POLICY

If your scholar brings a snack to school, please provide a healthy snack (e.g., fruit, crackers, veggies). No gum, candy, soda, **canned drinks**, or caffeine drinks including energy drinks are allowed. Snacks are not allowed at lunchtime in lieu of lunch. All snacks are consumed during the BRAIN BREAK or under the direction of the classroom teacher.

CLASSROOM FOOD

Please contact the classroom teacher before bringing any type of food to the classroom to share (i.e. cupcakes, cakes, cookies). We discourage any type of food that is sugary and considered high in calories. Please consider donating a copy of your child's favorite book for the classroom library; or celebrate with apples, oranges, or creative edible vegetables snacks.

SCHOOL SAFETY

We are committed to keeping children safe. You can help us by...

1. Making sure all emergency information is current on the Parent Portal.
2. Making sure teachers, office staff, and the principal are informed of any changes with family members who can/cannot pickup your child from school.
3. Make sure your child understands important safety precautions such as no automobile rides from strangers.
4. Speak to teacher or trusted school personnel if he or she senses danger, and stay away from unsupervised locations (classrooms or playground areas). If any child receives any threats from other scholars, report it immediately.
5. Make sure they understand that they cannot leave school grounds without permission from the office.

SAFETY POLICIES

RECREATION POLICY	DINING HALL POLICY
<p>To have fun, socialize and exercise:</p> <ol style="list-style-type: none"> 1. Stay in the recreation area at all times. 2. Food and snacks are to be consumed in the MPR or designated outside eating areas. 3. Play safely on and with recreation equipment. 4. Brain Food: Water and exercise make you SMARTER, do both during recreation time. 5. Games that aren't safe are not permitted: push tag, tackle football, and play fighting. 6. Get a yard duty supervisor if you need help. 7. Report any type of bullying. 8. At the whistle: return equipment to the cart and line-up. 	<p>To enjoy your dining experience:</p> <ol style="list-style-type: none"> 1. Wash or use hand sanitizer before you eat. 2. Socialize with your classmates- CHAT Considerate Happy Appropriate Talk 3. Remain seated until you are excused. 4. Recycle. 5. Raise your hand if you need assistance.
BATHROOM POLICY	
<ol style="list-style-type: none"> 1. Wash your hands before leaving the bathroom. 2. Report any type of restroom concerns immediately. 	

COMPREHENSIVE SCHOOL SAFETY PLAN

MPCS has created a Comprehensive School Safety Plan, which is reviewed and approved by the MPCS Governance Board at the beginning of each academic school year. The Comprehensive School Safety Plan Binder is located in the administration building. Our Charter School has water and limited medical supplies stored in three (3) locations on our campus. They are clearly marked as Emergency Supplies.

DISASTER PROCEDURES

Established procedures for evacuation are in place at the Charter School. Disaster procedures have been developed for emergencies such as fire, earthquakes, bomb threats, wild animal, and/or intruders. Monthly disaster preparedness drills are conducted, and Manzanita participates in the Great California Shake Out in October of each year. This statewide program helps parents and organizations prepare for earthquakes. Visit www.shakeout.org for more information.

It is important for parents, guardians, and family members to know that if an emergency occurs, scholars are released only to individuals listed on the Scholar Disaster Information Card. Be sure to update emergency information with the administration office.

Manzanita is located on the **Vandenberg Space Force Base ("VSFB")**. Police, fire and disaster services are provided and supported by **VSFB**. Your child's safety is supported by **VSFB** security forces.

EMERGENCY EVACUATION

Buses may be used to evacuate scholars in the case of emergencies. The sites indicated below are designated as emergency evacuation points; however, they are subject to change. It is important for parents to understand that when there is an emergency, local authority such as the Santa Barbara County Sheriff's Office, the California Highway Patrol, Lompoc Police Department, VSFB Security Forces, and VSFB Fire Officials have the authority to direct ALL evacuations. They may identify alternate evacuation sites. Scholars living in Lompoc may be evacuated to JM Park, Vandenberg Village scholars to Village Shopping Center, and VSFB scholars to the VSFB Library. Notification of evacuation may come through the Parent Square App. Parents will be notified as quickly as possible. Parents/Guardian must register annually for Parent Square.

Please be aware that if the electricity is out at the Charter School, the school phone system will not work. Parents are encouraged to regularly check Parent Square for ongoing updates.

EDUCATIONAL ENVIRONMENT

DIRECTORY INFORMATION AND SCHOLAR RECORDS

The Family Educational Rights and Privacy Act ("FERPA"), a Federal law, requires that the School, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Charter School may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the Charter School to the contrary in accordance with this policy.

"Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. MPCs has designated the following information as directory information:

- Scholar's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A Scholar's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want MPCs to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the principal at:

991 Mountain View Blvd.
Vandenberg **Space Force Base**, CA 93437
(805) 734-5600

Scholar records maintained by the Charter School consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Scholar records are maintained at each school where the pupil is attending. The school principal or designee is responsible for maintaining each type of scholar record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices. Except for directory information, pupil records are accessible only to parents or legal guardians, a scholar 16 years or older or having completed the 10th grade, the personnel, including independent contractors, for the Charter School who have a legitimate educational interest in the pupil and other specified persons under certain circumstances prescribed by law. Scholar records may be obtained within five (5) business days of request by the parent/guardian. When a Scholar moves to a new school/school district, records will be forwarded upon request of the new district within 10 school days. If you believe the school is not in compliance with federal regulations regarding privacy, you may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, DC 20202-4605.

CLASSROOM ASSIGNMENTS

The principal is responsible for all classroom placements. Each year, current teachers carefully consider a range of factors—including academic needs, social-emotional development, and classroom balance—when recommending placements for the following school year.

While parents may submit a teacher request for their scholar, please note that such requests are not guaranteed. The principal retains final authority over all classroom assignments. All parent requests must be submitted in writing by May 30th of the current calendar year.

SCHOLAR SUPPLIES/INSTRUCTIONAL MATERIALS

Parents are encouraged to purchase items on the Manzanita Public Charter School Supply List; however, no student is required to purchase school supplies necessary to participate in the educational program at Manzanita. All scholars are required to bring a backpack to school each day. The school provides 3rd – 8th grade scholars Agenda Planners. Donations of school supplies are also encouraged.

Removed outdated visuals and wording around “Scholarly Pursuits Grades TK-2” “Scholarly Pursuits Grades 3-6” and “Rule of FOUR” which we are no longer using at Manzanita.

BEHAVIOR EXPECTATIONS AT MANZANITA CHARTER SCHOOL AND MANZANA ACADEMY TK-8

“Choice, Commitment, Achievement” Scholar, Parent, Teacher Compact

At Manzanita Charter School, we believe that strong character and positive behavior exceptions help every scholar succeed. We follow a PBIS (Positive Behavior Intervention and Supports) system- **R.O.A.R.**

Our scholars are taught what R.O.A.R. looks like in the classroom, on the playground, in walkways, on the bus and even in classrooms. These expectations help build a safe, respectful, and focused learning environment for all.

Thank you for partnering with us to help every Manzanita scholar learn, grow and R.O.A.R.!

PBIS (Positive Behavior Intervention and Supports) system- R.O.A.R.

ROAR stands for:

- **R – Responsible**
- **O – Organized**
- **A – Accountable**
- **R – Resilient**

Parent Responsibilities to Support R.O.A.R.	Teacher Responsibilities to Support R.O.A.R.
<ul style="list-style-type: none"> • Make certain that your child arrives ontime rested and prepared to learn. • Provide the school uniform. • Attend Scholar-led Conferences, Awards Assembly, and other school activities. • Support R.O.A.R. Program- • How were you responsible at school today? • Was there a time you showed resilience? • What does being accountable mean to you? 	<ul style="list-style-type: none"> • Be prepared to engage all scholars in learning. • Communicate regularly with scholars and parents. • Spotlight scholar achievement. • Lead scholars through the portfolio process for scholar-led conferences. • Support R.O.A.R. program • Hand out 10 (ten) or more R.O.A.R. tickets per week.

SCHOOL CULTURE AND BEHAVIOR

MPCS is committed to ensuring that all scholars participate and achieve. To meet this goal we strive to provide a school climate free from harassment/bullying. Scholars, teachers, and staff will utilize this behavior system.

MANZANITA'S "MISSION CRITICAL" RULES Grades TK - 5

Rule #1

I will keep hands and feet to self, at all times, to support our learning.

Rule #2

I will not use disruptive words such as foul language, bullying terms, and deliberately off-topic words, to get in the way of our learning.

Rule #3

I will not be defiant or refuse to do my work because it affects our learning and safety.

MANZANA MIDDLE SCHOOL ACADEMY "MISSION CRITICAL" RULES Grades 6-8

MPCS follows a progressive discipline policy for upper grade scholars. This policy includes the following school rules as they apply to minor infractions:

Rule #1

Scholars will keep hands and feet to self, at all times, to support their learning.

Rule #2

Scholars will not use disruptive words such as foul language, bullying terms, and deliberately off-topic words, to get in the way of their learning.

Rule #3

Scholars will not be defiant or refuse to do classroom work because it affects their learning and safety.

MPCS staff/administration follows a progressive discipline policy when scholars break the above rules.

***MPCS also adheres to California Educational Code Law when it comes to scholar discipline and safety. Suspension and expulsion procedures will be followed according to California Educational Code Law and/or as listed in the Manzanita Charter Board policies in the suspension/expulsion section.**

BULLYING PREVENTION

As a parent, we know you are concerned about bullying, including cyberbullying. Being alert and observant is critical since victims are often reluctant to report bullying. Many victims don't report it to their parents or teachers because they're embarrassed or humiliated. They may assume that adults will accuse them of tattling or will advise them to deal with it themselves. Some victims may believe there is nothing adults can do to get the bully to stop. If you know or suspect your child is being bullied, including cyberbullying (e.g., bullying that occurs over social media websites) please contact your child's teacher(s) or the principal right away. Keep in mind that our primary goal must be to get the bullying stopped. Knowing your own child is being victimized can evoke strong feelings; and we are here to help! We must focus on empowering your child and together we will stop the bullying.

SPECIAL EDUCATION/504 SERVICES

MPCS is dedicated to the belief that all scholars can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPCS provides scholars with exceptional needs special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and practices of Santa Barbara County Special Education Local Plan Area. MPCS provides special education services for all qualifying scholars who attend the Charter School. MPCS offers high quality educational programs and services for all its scholars in accord with the assessed needs of each scholar. MPCS collaborates with parents, the scholar, teachers, and other agencies, as may be indicated, in order to best serve the educational needs of each scholar. Special education services will be provided by MPCS. MPCS is staffed with a school psychologist, special education teacher, and speech/language specialist. Scholars attending the Charter School who qualify for accommodations or services pursuant to the terms of Section 504 for the Rehabilitation Act ("Section 504") will also receive services as defined in the charter petition. If you have questions about Special Education or Section 504 Plans, please contact the Special Education Department or 504 Coordinator.

GIFTED AND TALENTED EDUCATION (GATE)/HIGH ACHIEVING SUMMIT EDUCATION

Some scholars who enroll at MPCS are naturally able to learn at a faster pace than most of their classmates. MPCS will identify these scholars through nonverbal aptitude testing. MPCS's GATE program will follow research-based practices for high achieving students which include project base learning and advanced skill building. MPCS is committed to creating a rigorous and challenging learning environment for GATE/Summit scholars.

"There is brilliance sheltered inside every child."

PROMOTION/RETENTION/ACCELERATION

ALL scholars must receive a high-quality education at Manzanita. We are committed to teaching the CCSS and holding scholars to the highest possible achievement standards. For scholars who may not meet grade level standards or who exceed targeted grade level content standards, we have implemented the research based and federally encouraged Response to Intervention/ Instruction ("RTI") Model. RTI also supports scholars who exceed targeted grade level content standards. RTI is an immediate form of Instruction/Intervention. Manzanita currently has four (4) tiers of Response to Instruction/Intervention and supports the needs of ALL scholars. When high academic achievement is evident, the parent/guardian, Principal or teacher may recommend a scholar for acceleration into a higher grade level. The scholar's maturity level shall be taken into consideration in making a determination to accelerate a scholar. Manzanita wishes to retain/promote/accelerate the scholar to the appropriate grade level with the content knowledge and critical thinking skills needed to be a successful and competent scholar. The principal, in consultation with teachers, staff, and parents, shall make final decisions regarding retention/promotion/acceleration by examining curriculum data and scholar performance in a team meeting.

FIELD TRIPS/OVER NIGHT EXCURSIONS

Our Manzanita scholars have the unique opportunity to participate in many field- trips thanks to classroom and school-wide fundraising, parents, teachers, and the community. Parents are encouraged to participate in field- trips as chaperones. Overnight excursions include: sixth-grade Outdoor Science Camp.

LEAVING MPCS

Scholars are not allowed to leave school grounds with anyone other than a parent, guardian, or a designated adult listed on the scholar's emergency card. Parents or designee must sign scholars out of the office before leaving school grounds. The teacher must receive the release form from the administration office. If unfamiliar individuals are requesting to release a child, parents are notified immediately.

STATE MANDATED TESTING

Due to passage of Assembly Bill (AB) 484 Manzanita scholars will participate in the California Common Core State Standards Assessment in reading/language arts and mathematics. Scholars in grades 3 through 8 will participate in the California Assessment of Student Performance and Progress ("CAASPP"). Our scholars will also take the Physical Fitness Test and Science CST Testing in 5th and 8th grades. English Learners will take the English Language Proficiency Assessments for California ("ELPAC") in grades TK through 8.

SCHOOL HEALTH

SCHOLAR MEDICATION

Any scholar who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, or ordered for him or her by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements as follows:

1. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.
2. Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. The Charter School will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. The Charter School will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.
3. The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.
4. In order for a pupil to be assisted by the school nurse or other designated school personnel in administering medication other than emergency epinephrine auto-injectors, the Charter School shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician and surgeon or physician assistant.

Required Consent for MPCS:

A written statement from the physician detailing method, amount, and time schedules by which medication is to be taken and
 A written statement from a parent or guardian giving consent for MPCS staff assist the scholar in matters set forth by the physician.

The Physician's Recommendation for

Medication form can be obtained from the Administration Office. The parent or designated adult MUST deliver medication to the Administration Office in containers clearly marked with:
 Scholar's Name
 Prescribing Physician
 Name of the Medication
 Medication Dosage
 Medication Dosage Time
 Method of Delivery

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, scholar and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the Charter School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Superintendent in consultation with the parent or guardian and the pupil's medical professional.

HEAD LICE

The head lice - a tiny, wingless parasitic insect that lives among human hairs - Manzanita Public Charter School has adopted a **NO LICE** policy. This means that any child that has active lice will not be allowed to attend school. Most cases can be treated, all nits removed, and scholars able to attend school the next day. Your child, accompanied by a parent or guardian, should return to the school main office the following school day for a "head check". Failure to return your child lice free, will result in your child being sent back home.

FIRST AID

Staff is CPR trained and we are prepared to handle minor injuries. Classroom teachers have first aid kits in their classrooms. We provide ice for minor bumps and bruises; we clean, and bandage abrasions as needed and handle minor bloody noses. If your child is injured at school, we will contact you. We may also request that you come to the school and evaluate your child's injury.

If we believe your child needs immediate medical assistance, we will call 911.

TECHNOLOGY

SCHOLAR CELLULAR PHONE/DIGITAL DEVICES/SMART WATCHES

Scholars in grades TK through 8, who bring cellular phones/digital devices/**smart watches** to school must always turn them off and place in backpack during the school day. Cellular phones/digital devices/**smart watches** are considered personal property and scholars who bring these items to school do so entirely at their own risk. The Charter School is not responsible for lost, stolen, or damaged devices. If disruption occurs during the day, staff will direct the scholar to turn off the cellular/device or confiscate the device until the end of the school day. Repeated cellular/device offenses may result in extended confiscation times or require parents to pick up device at the school.

CELL PHONE/SMART WATCH POLICY

If a student does have a cell phone/smart watch to call a parent after school or to contact a parent in the event of an emergency, the following rules **MUST** be followed:

- The phone/watch must be turned off during the school day
- The phone/watch must be placed in a backpack or designated area in the classroom and not taken out during the day
- Phones/watches are NOT to be used during the school day – this includes calls as well as text messaging
- Phone calls may be made only at the front of school, after the school day ends
- If a student needs to make a call during the school day, they may ask permission of their teacher or the office, and they may make their phone call from the classroom or office, not on their cell phone/watch.

INTERNET ACCESS

MPCS will provide access to the Internet for educational purposes only. Internet access is a privilege, and access is withheld in cases of abuse or violation of the MPCS Internet Policy. Before accessing the Internet, MPCS scholars and parents must read, sign, and agree to the technology pledge.

PERSONAL COMPUTERS/LAPTOPS/TABLETS

Scholars are provided with a school Chromebook to use for classwork. Scholars may NOT bring personal computers laptops or tablets to school for use in the classroom. Personal computers/laptops/tablets are considered personal property and scholars who bring these items to school do so entirely at their own risk. The school is not responsible for any damages or theft.

MEDIA PHOTOGRAPHY AND VIDEOTAPING

There will be times when scholars at the Charter School will be photographed or videotaped. The Charter School may be featured in the newspaper, or television, or informed videotaping of scholar learning, activities, and accomplishments. All requests for media photographs or videotaping will be well-screened by the Executive Director/Principal. If you **DO NOT** wish for your scholar to be photographed or videotaped by the media, please check the appropriate box located on the Field Trip Permission Card included in the First Day Packet. Teachers may still be permitted to take pictures of scholars for educational use.

FEDERAL SURVEY CARDS

ALL MPCS parents are required to complete the Federal Survey Cards. Survey cards are distributed in the fall of each year. This information is used to secure Federal Impact Aid funding.

TEACHER QUALIFICATIONS

All MPCS parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

SCHOOL ACCOUNTABILITY REPORT CARD (“SARC”)/SCHOOL QUALITY SNAPSHOT

MPCS will publish the required SARC/School Quality Snapshot each year. The SARC will be found on the MPCS website in English and Spanish. Parents can also use the School Quality Snapshot, a new online accountability tool that puts school test scores, class size, and fitness levels for all public schools statewide at the fingertips of parents. The Snapshot provides a five-year overview of information about each school and its performance on key indicators, all accessible through the CDE's web site.

REPORT CARDS

MPCS will use the MPCS Common Core Report Card to report scholar progress each trimester. There are 3 trimesters in a school year. The first and second report cards will be delivered via Scholar-led conferences and the third and last report cards will be mailed home or sent via ParentSquare.

Grading Scale: TK- 5th Grade	
A	Exceeds Expectations
B	Meets Expectations with strength
C	Satisfactory – Basic Understanding
D	Below Expectations
F	Far Below Expectations

Grading Scale: 6th - 8th Grade	
A	Exceeds Expectations
B	Meets Expectations with strength
C	Satisfactory – Basic Understanding
D	Below Expectations
F	Far Below Expectations

SCHOLAR-LED PARENT/TEACHER CONFERENCES

Scholar-led Parent/Teacher Conferences (“SLC”) are scheduled twice (2) a year (November & March) for ALL scholars. There are six (6) minimum days reserved for SLCs during the school year. Scholar- Led Conferences are a pre-planned meeting in which scholars demonstrate responsibility for their academic progress by providing a review of their scholarly pursuits. The SLC is an interactive discussion between parent and scholar with the scholars presenting a portfolio of their learning and setting trimester goals. Some of the information teachers will share include implementation of the CCSS through the Reading/Writing Workshop, History/Social Studies, Science, Digital Technical subjects and progress toward alignment of the CCSS to mathematics, Scholarly Pursuits, and the **Manzanita ROAR**. Parents will receive a Guide to Scholar-led Conferences and can schedule the SLCs on any of the proposed SLC days.

AWARDS AND EXTRACURRICULAR ACTIVITIES

MANZANITA TRIMESTER AWARDS ASSEMBLY

Parents are encouraged to attend each trimester “Manzanita Awards Assembly.” The Scholarly Awards Assemblies are held at the end of each trimester. Award Assembly times are provided below. Each class performs at the **Manzanita Awards Assembly**.

TK-Grade 1	8:30 AM - 9:15 AM
Grades 2-3	9:20 AM - 10:00 AM
Grades 4-6	10:20 AM - 11:15 AM

Attachment F
Manzanita Scholars may receive awards for one or more of the following academic achievements each trimester:

- Rule of FOUR Scholar-Criteria "Straight A's -Manzanita Report Card-ROAR"
- Outdoor Education
- STEM
- Performing Arts
- Visual Art Scholar
- Perfect Attendance- Criteria "No Absences or Tardies"
- Academic Scholar Awards-Criteria "Straight A's - Manzanita Report Card"
- President's Scholar & Educational Achievement Awards **8TH GRADE ONLY** (Final Trimester)

PRESIDENT'S AWARD FOR EDUCATIONAL ACHIEVEMENT

Founded in 1983, the President's Education Awards Program (PEAP) honors graduating elementary, middle, and high school students for their achievement and hard work. The program has provided individual recognition from the President and the U.S. Secretary of Education to those students whose outstanding efforts have enabled them to meet challenging standards of excellence. Each year, thousands of elementary, middle, and high schools participate by recognizing deserving students.

GOLD: The **President's Award for Educational Excellence** - recognizes a student's academic success in the classroom.

SILVER: The **President's Award for Educational Achievement** - recognizes students who show outstanding educational growth, improvement, commitment to or intellectual development in their academic subjects - but do not meet the criteria for the President's Award for Educational Excellence.

EXTRACURRICULAR ACTIVITIES

There are many extracurricular activities at Manzanita that scholars may participate in such as Battle of the Books, Spelling Bee, Math Super Bowl, Student Council, Talent Show, **Drama Club**, and Author-Go-Round.

STUDENT COUNCIL

The Manzanita Student Council is an active and visible force on the campus **and part of the Leadership Club**. They learn and follow Robert's Rules of Order and have established by-laws that are reviewed and amended each year. Encourage your scholar to get involved and seek an elected office or become a classroom representative. Council meetings are held during lunch once a month. Elected Student Body positions are President, Vice President, Treasurer, Secretary. The Student Council positions are selected by ballot and voting day is scheduled on the first Tuesday in November. Visit the website for more information about the Manzanita Student Council.

SCHOOL PHOTOGRAPHS/YEAR BOOKS

Scholars are photographed individually within the first 2 months of current school year. Parents are encouraged to purchase a Manzanita yearbook. The yearbook provides a living pictorial of the year's events and activities.

VISITATION AND VOLUNTEERING VISITOR POLICY

Per Charter School policy, upon arrival at the school, all visitors or school volunteers must sign-in via the RAPTOR Visitor Manager at the office and receive a school pass. RAPTOR is a visitor/volunteer management system, which enhances school security through database screening and printing of photo identification badges for all visitors/volunteers in our school. ID badges must be worn at all times on the Manzanita campus. Additionally, Raptor allows our District to maintain a database of all visitors and volunteers. Any person who fails to register within a reasonable time after entering the school premises may be asked to sign-in to receive the school pass or may be asked to leave. Charter School policy also requires all visitors permitted to be on campus refrain from disruptive behavior and conduct themselves in a manner that maintains a positive learning environment. Disruptive behavior that unreasonably interferes with the work of Charter School staff or is in the area where students or staff could be exposed offensive language or behavior provides legal basis to direct the visitor to leave campus, subject to criminal penalties under California Penal Code Sections 626.4, 626.7, and 626.8. In addition, under Education Code section 44811, disruption by a parent, guardian or other person on school grounds or at a school sponsored activity is also punishable.

PARENT VOLUNTEER HOURS

The goal of MPCS is to continuously adhere to the philosophy that “When parents and schools work together, we make a difference in the academic achievement of children.” Completing volunteer time can assist scholars and MPCS in continuing to be a thriving educational program for all our scholars. Accordingly, we recommend all families to contribute fifty (50) hours of volunteer time, which can be fulfilled in many ways (joining PTSAC is a good start). We are certain you will have many opportunities to complete the volunteer hours. When you sign the MPCS Compact, you are stating that you agree to the charter school philosophy and the important role volunteering plays in the public-school program. While no family can be compelled to volunteer, MPCS believes that making this commitment will contribute to the Charter School’s ongoing success.

PARENT TEACHER SCHOLAR ADVISORY COMMITTEE (“PTSAC”)

The PTSAC is a professional, non-profit volunteer organization committed to the well-being of all children. It believes in sharing the responsibility for educating children and includes advocating for the safety and welfare of all children and the opportunity for a quality public education for each child. When you join the PTSAC, you receive volunteer hours. All Manzanita and Manzana Middle School Academy parents are encouraged to join the PTSAC. Please look for the PTSAC committee signup table at Registration Fair.

VOLUNTEERS

Volunteers must report any type of injury (that occurred while volunteering at MPCS) to the Superintendent or Principal immediately. The physical and emotional safety of our children is paramount. All employed personnel, including contract employees, are required by Education Code to submit to a background check and a person who is required to register as a sex offender may not supervise scholars during breakfast or lunch periods or serve as non-teaching volunteer assistant. If you have any questions regarding this policy, please contact the Superintendent.

MPCS reserves the right to accept or reject all volunteers.

ARRIVAL AND DISMISSAL

TRAFFIC

Scholar drop-off and pickup shall occur in the parking lot. Parents are encouraged to follow the pickup and drop off procedures. All scholars must be picked up from the designated loading and unloading area. Dropping off and picking up scholars near the Martha Negus Building is not permitted.

BUS UNLOADING AND LOADING ZONE

Buses unload and load directly in front of the school. Do not park in the bus unloading and loading zones. Please use the cross walk and avoid passing between the buses when entering or exiting the school grounds. Staff is available at 7:45am before school and until 3:00pm after school to assist with unloading and loading of buses.

ARRIVAL AND DISMISSAL

Staff is available at 7:45am and after school at 2:50pm to assist with arrival and dismissal. During dismissal, scholars proceed to their assigned school bus or wait on the white loading line adjacent to the bus. Teachers supervise bus loading zones/parking lot.

LOST AND MISPLACED ITEMS

During recess, scholars often remove their sweaters and jackets while playing. Please write first and last names on jackets and sweaters. We have a designated lost/misplaced clothing rack. **It is located at the front, left side of the MPR.**

TRANSPORTATION

Riding the STA school bus is a privilege, and we expect all scholars to follow the Bus Rules of Conduct. The STA bus drivers are highly trained and are committed to transporting your child to and from school with the highest degree of safety. The STA bus driver will respond to any inappropriate behavior at the point of the infraction. If the behavior continues the principal or designee will contact the parents. Scholars can be denied transportation services for violation of any of the enumerated offenses listed in the **Bus Rules of Conduct**. All scholars are required to participate in "Bus Safety Drills" and complete the STA Conduct Agreement.

HOME TO SCHOOL/SCHOOL TO HOME SAFETY TIPS

Please talk to your child about these safety tips.

1. Always TAKE A FRIEND with you when walking to and **from the school bus stop**. It's safer and more fun to be with your friends. Never take short cuts while walking and stay aware of your surroundings.
2. Stay with your friends while waiting at the bus stop. If anyone bothers you while going to or from school, get away from that person, and TELL an adult like your parents, guardians, or teacher. If an adult approaches you for help or directions, remember *grownups needing help should not ask children for help; they should ask other adults*.
3. If someone you don't know or feel comfortable with offers you a ride, say NO.
4. If someone follows you on foot, get away from him or her as quickly as you can. If someone follows you in a car, turn around and go in the other direction. Always be sure to TELL your parents, guardians, or another trusted adult what happened.
5. If someone tries to take you somewhere, quickly get away and yell, "This person is trying to take me away!"
6. Never leave school with someone you don't feel comfortable with. Always CHECK FIRST with your parents, guardians, or another trusted adult. If someone you don't know or feel comfortable with tells you that there is an emergency and they want you to go with them, always CHECK FIRST before you do anything. Make sure you TELL a trusted adult if you notice someone you don't know hanging around.
7. Leave items and clothing with your name visible on them at home. If someone you don't know calls out your name, don't be fooled or confused.
8. If you want to change your plans after school, always CHECK FIRST with your parents. Never play in parks, malls, or video arcades by yourself. Make sure that you always play with other children, have your parents' or guardians' permission to play in specific areas, and always let them know where you are going to be. Never accept money or gifts from anyone until you CHECK FIRST with your parents.

- Attachment F
9. If you go home alone after school, check to see that everything is okay before you go in. Once inside, call your parents to let them know that you are okay. Make sure you follow your “Home Alone” rules of keeping the door locked; not opening the door or talking to anyone who stops by unless the person is a trusted family friend or relative, you feel comfortable being alone with that person, and the visit has been preapproved by your parents or guardians; and not telling people who call that you are home alone. Have a neighbor or trusted adult you can call if you’re scared or there’s an emergency.
 10. Trust your feelings. If someone makes you feel scared, uncomfortable, or confused, getaway as quickly as you can and TELL an adult what happened. You deserve to feel safe, and there will always be someone who can help you.

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All rights reserved. 1-800-THE-LOST® (1-800-843-5678) available at
www.missingkids.com

UNIFORM COMPLAINT POLICY AND PROCEDURES

SCOPE

Manzanita Public Charter School (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

- Attachment F
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation, or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Chairman or Executive Director on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

COMPLIANCE OFFICERS

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Board Chairman **OR** Superintendent/Principal
 Manzanita Public Charter School
 991 Mountain View Blvd.
 Vandenberg Space Force Base, CA 93437

The Chairman or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Chairman or designee. Should a complaint be filed against the Chairman, the compliance officer for that case shall be the Charter School's Executive Director.

NOTIFICATIONS

The Chairman or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

Attachment F

The Chairman or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

THE ANNUAL NOTICE SHALL INCLUDE THE FOLLOWING:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

PROCEDURES

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

STEP 1: FILING OF COMPLAINT

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

STEP 2: MEDIATION

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

STEP 3: INVESTIGATION OF COMPLAINT

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

STEP 4: RESPONSE

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

STEP 5: FINAL WRITTEN DECISION

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation, or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken, and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Chairman or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file(s); including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists; including cases in which the Charter School has not acted within sixty (60) days of the date the complaint was filed with the Charter School.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation, or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5CCR 4622.

SCHOOL DISCIPLINE

The MPCS Conduct Code appears in Element 10 of our Charter Petition, with defined behavior expectations and consequences. It can be found on our website: https://17fbc843-3895-486a-85cd-f56a5ce3c524.filesusr.com/ugd/a91599_3112d914f7bf472990c75c4976f931be.pdf, Element 10, pp. 50-60 or you may request a hard copy from the administration office.

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that thereplica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a, 289, or committed a sexual battery as defined in Penal Code Section 243.4
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and /or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposed of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization of body, whether the organization of body is officially recognized by an educational institution which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which on its face and under the circumstance in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12 inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened, or intimidate a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.

Non-Discretionary Offenses: Students shall be suspended and expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to a campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension and expulsion procedures are explained in detail in Element 10 of the Charter Petition.



"A Gold Ribbon School"

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Vandenberg Space Force Base, CA 93437
Phone: (805) 734-5600
Fax: (805) 734-3572
www.manzanitacharterschool.com
info@manzanitacharterschool.com

CONSENT AGENDA ITEM

Item Title: Special Education Department Chair Stipend Position

Background:

As Manzanita Public Charter School evolves to a grades TK-8 model beginning Fall of 2025, new programs and needs have emerged within the Special Education Program. It is recommended that the following stipend position be created to address the extra workload for these planning needs:

Special Education Department Chair: \$5000 (New Stipend)

Recommendation: APPROVAL

Fiscal impact: (3K)

Resource Person: Suzanne Nicastro



Manzanita Public Charter School

FY 25-26 July Budget



EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:

(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY**Manzanita Public Charter School**

Expenditures for Years Ending June 30, 2024, 2025 & 2026

For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2023-24 (Audited)	2024-25 (Projected)	2025-26 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	663,151.00	912,636.00	763,103.00
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		663,151.00	912,636.00	763,103.00
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	516,594.63	710,943.44	594,457.24
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	146,556.37	201,692.56	168,645.76
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		663,151.00	912,636.00	763,103.00
BALANCE (Total Available minus Total Expenditures)		0.00	0.00	0.00
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		100.00%	100.00%	100.00%

Manzanita Public Charter School

2025-26 July Budget - Summary Analysis



SUMMARY OF RESULTS

This 2025-26 July Budget update projects a budget deficit of (\$341,904) due to expansion. However in year 2 and 3 revenue will catchup resulting in a projected budget surplus.

This is a decrease of \$670,904 from the prior 2024-25 Second Interim Budget projected surplus of \$329,000.

This will still allow Manzanita Public Charter School to end this fiscal year with a balance of \$2,693,299, which is 31.9% of annual expenditures.

Manzanita will be applying for the Public Charter School expansion grant, and if awarded it will provide additional funding to close the deficit gap.

CASH FLOW

Operating cash flow is projected to remain positive throughout the next two fiscal years, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this coming fiscal year is \$1,474,398, which represents 64 days of operating costs on average.

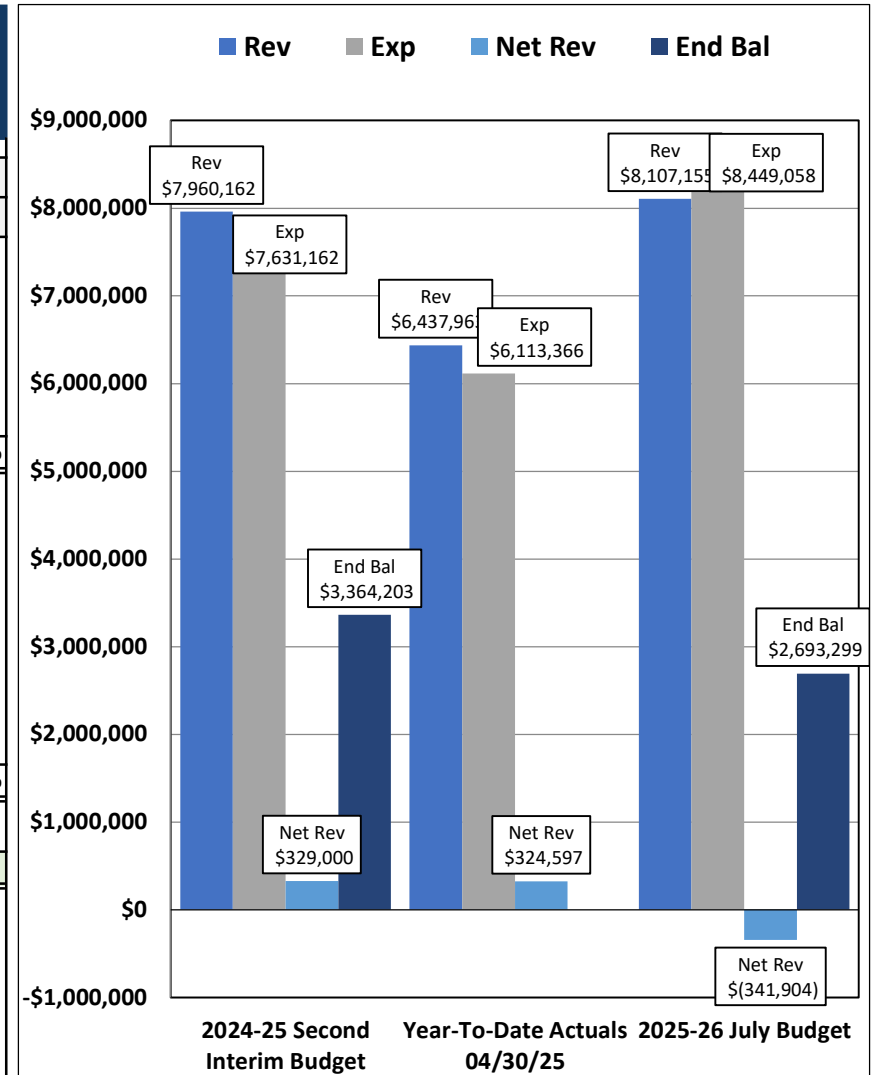
To support cash flow, we will apply for cash advances allowable for growing schools. The window to apply is July 1-July 31, 25.

The June 30 ending cash balance this coming fiscal year is projected to be \$2,432,018, which represents 105 days of average operating costs.

This cash flow takes into account all currently projected impacts on cash flow at the time of this budget approval.

Manzanita Public Charter School
2025-26 July Budget
BUDGET SUMMARY

	2024-25 Second Interim Budget	Year-To-Date Actuals 04/30/25	2025-26 July Budget	% of Budget
Projected Enrollment:	484	-	530	46
Projected P-2 ADA:	448.25	-	512.00	63.75
Revenues:				
General Purpose Entitlement	\$ 5,658,646	\$ 4,344,814	\$ 6,118,897	71%
Federal Revenue	666,345	546,300	448,087	122%
Other State Revenue	1,314,010	1,359,896	1,350,171	101%
Other Local Revenue	321,162	186,953	190,000	98%
TTL Revenues	\$ 7,960,162	\$ 6,437,963	\$ 8,107,155	79%
Expenditures:				
Certificated Salaries	\$ 3,242,969	\$ 2,753,538	\$ 3,636,366	76%
Non-Certificated Salaries	780,604	632,962	709,705	89%
Benefits	1,223,976	846,915	1,346,887	63%
Books/Supplies/Materials	595,345	510,866	711,188	72%
Services/Operations	1,778,268	1,358,986	2,034,912	67%
Capital Outlay	-	-	-	0%
Other Outgo	10,000	10,098	10,000	101%
TTL Expenditures	\$ 7,631,162	\$ 6,113,366	\$ 8,449,058	80%
Net Revenues	\$ 329,000	\$ 324,597	\$ (341,904)	
Beginning Balance July 1	\$ 3,035,203		\$ 3,035,203	
Ending Balance June 30	\$ 3,364,203		\$ 2,693,299	
Ending Balance as % of Exp:	44.1%		31.9%	



Manzanita Public Charter School
July Budget
BUDGET DETAIL vs ACTUALS

Description	2024-25 Second Interim Budget	Year-To-Date Actuals 04/30/25	2025-26 July Budget	% of budget	Notes/Comments
Enrollment (CALPADS)	484		530		
Average Daily Attendance (P-2)	448.25		512.00		
REVENUES					
General Purpose Entitlement					
8011 General Purpose Block Grant	2,932,468	2,490,299	3,632,422	69%	
8012 Education Protection Account	1,186,463	685,012	763,103	90%	
8019 Prior Year Corrections/Adjustments	69,295	65,336	-	0%	
8096 Funding in Lieu of Property Taxes	1,470,420	1,104,168	1,723,372	64%	
TTL General Purpose Entitlement	5,658,646	4,344,814	6,118,897	71%	
Federal Revenue					
8181 Federal IDEA SpEd Revenue	86,263	-	92,062	0%	
8220 School Nutrition Program - Federal	100,013	80,282	100,013	80%	
8290 Other Federal Revenue	480,069	466,018	256,012	182%	Title, IDEA, NSLP, 150k Impact Aide
TTL Federal Revenue	666,345	546,300	448,087	122%	
Other State Revenue					
8311 AB602 State SpEd Revenue	377,808	336,931	413,631	81%	
8520 School Nutrition Program - State	102,054	149,527	170,000	88%	
8550 Mandated Cost Reimbursements	8,784	8,784	10,506	84%	
8560 State Lottery Revenue	119,539	63,360	139,776	45%	
8565 Prior Year Lottery Revenue	3,316	2,666	-	0%	
8590 Other State Revenue	701,878	798,628	616,258	130%	Ed Effect, ELOP, Prop 28, TK
TTL Other State Revenue	1,314,010	1,359,896	1,350,171	101%	
Other Local Revenue					
8660 Interest Income	70,000	89,045	70,000	127%	
8699 Other Revenue	251,162	97,908	120,000	82%	\$29,163.19 Investment again included
TTL Other Local Revenue	321,162	186,953	190,000	98%	
TTL REVENUES	7,960,162	6,437,963	8,107,155	79%	

Manzanita Public Charter School
July Budget
BUDGET DETAIL vs ACTUALS

Description	2024-25 Second Interim Budget	Year-To-Date Actuals 04/30/25	2025-26 July Budget	% of budget	Notes/Comments
EXPENDITURES					
1000 - Certificated Salaries					
1100 Teacher Compensation	2,259,062	2,072,347	2,788,991	74%	
1140 Teacher Stipends/Extra Duty	61,360	35,875	61,360	58%	
1150 Teacher Stipends/Extra Duty	237,250	39,085	40,250	97%	
1200 Student Support	273,018	245,033	308,036	80%	
1250 Support Stipends/Extra Duty	10,400	1,227	10,400	12%	
1300 Certificated Administrators	394,379	351,089	419,828	84%	
1350 Administrator Stipends/Extra Duty	7,500	8,882	7,500	118%	
TTL Certificated Salaries	3,242,969	2,753,538	3,636,366	76%	
2000 - Non - Certificated Salaries					
2100 Instructional Aides	360,979	244,298	259,574	94%	
2150 Instructional Aides Stipends	1,000	1,668	2,000	83%	adjusted
2200 Pupil Support Administration	162,489	144,478	156,897	92%	
2250 Pupil Support Stipends	3,000	2,008	3,000	0%	
2300 Classified Administrators	38,654	34,350	42,550	81%	
2400 Clerical & Technical Staff	207,715	196,287	240,085	82%	increased admin 10k
2450 Clerical & Technical Stipends	5,600	5,573	5,600	100%	
TTL Non - Certificated Salaries	780,604	632,962	709,705	89%	
3000 - Employee Benefits					
3101 STRS Certificated	619,407	451,083	694,546	65%	
3202 403B Classified	78,060	-	70,871	0%	
3301 OASDI/Medicare	112,023	87,975	117,727	75%	
3302 OASDI/Medicare	59,716	-	54,216	0%	
3401 Health Care Certificated	228,063	207,009	248,411	83%	
3402 Health Care Classified	47,587	46,101	67,774	68%	
3501 Unemployment Insurance	20,119	1,624	18,182	9%	
3601 Workers' Comp Certificated	31,434	20,488	35,247	58%	
3602 Workers' Comp Classified	7,566	4,755	6,869	69%	
3902 Other Benefits Class	20,000	27,881	29,500	95%	adjusted
TTL Employee Benefits	1,223,976	846,915	1,346,887	63%	

Manzanita Public Charter School
July Budget
BUDGET DETAIL vs ACTUALS

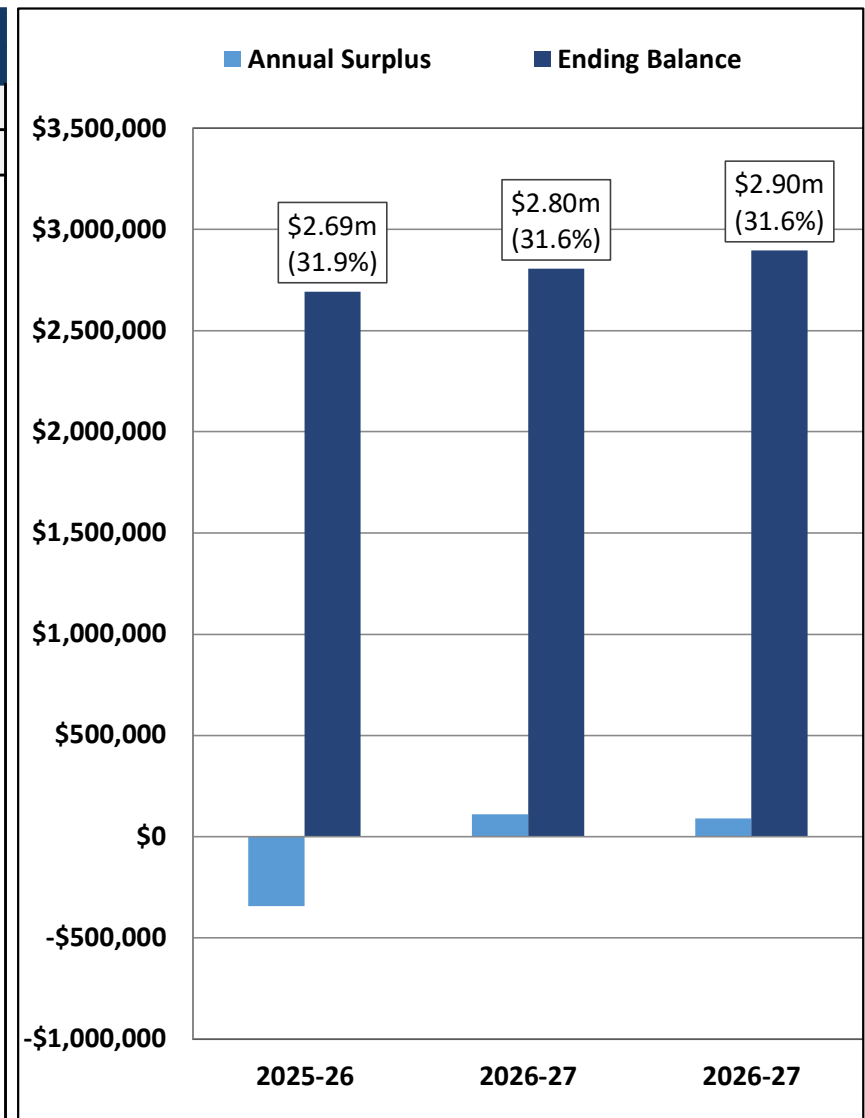
Description	2024-25 Second Interim Budget	Year-To-Date Actuals 04/30/25	2025-26 July Budget	% of budget	Notes/Comments
4000 - Books/Supplies/Materials					
4100 Textbooks & Core Curriculum	234,598	92,639	184,598	50%	adjusted
4200 Other Reference Materials	5,000	1,410	2,500	56%	
4310 Materials & Supplies	181,590	154,534	181,590	85%	
4320 Office Supplies	2,500	2,598	3,500	74%	
4400 Non - Capitalized Equipment	69,000	25,443	69,000	37%	adjusted
4700 School Nutrition Program	102,657	234,244	270,000	87%	adjusted
TTL Books/Supplies/Materials	595,345	510,866	711,188	72%	
5000 - Services & Operations					
5100 Subagreements For Services	258,400	192,709	258,400	75%	
5200 Travel & Conferences	39,000	38,353	39,000	98%	
5300 Dues & Memberships	15,000	14,246	15,000	95%	
5400 Insurance	35,000	37,352	40,000	93%	adjusted
5500 Operations & Housekeeping	65,000	114,358	120,000	95%	adjusted
5610 Facility Rents & Leases	46,500	41,614	46,500	89%	
5620 Equipment Leases	18,000	17,723	20,000	89%	adjusted
5800 Professional Services - Non - instructional	217,636	143,720	217,636	66%	30k AVID
5810 Legal	15,000	11,403	15,000	76%	
5813 Transportation	678,030	575,045	828,030	69%	increased transporation
5819 Student Assemblies and Events	7,500	6,391	7,500	85%	
5820 Audit & CPA	20,000	-	20,000	0%	
5825 DMS Business Services	167,163	133,535	170,250	78%	
5850 Oversight Fees	169,759	-	183,567	0%	
5860 Service Fees	750	6,676	7,000	95%	adjusted
5900 Communications	3,500	22,698	25,000	91%	adjusted
5930 Postage	2,500	1,702	2,500	68%	
TTL Services & Operations	1,778,268	1,358,986	2,034,912	67%	
6000 - Capital Outlay					
6900 Depreciation	-	-	-		
TTL Capital Outlay	-	-	-		

Manzanita Public Charter School
July Budget
BUDGET DETAIL vs ACTUALS

Description	2024-25 Second Interim Budget	Year-To-Date Actuals 04/30/25	2025-26 July Budget	% of budget	Notes/Comments
7000 - Other Outgo					
7141 Other Payments to Districts	10,000	10,098	10,000	101%	
TTL Other Outgo	10,000	10,098	10,000	101%	
TTL EXPENDITURES	7,631,162	6,113,366	8,449,058	72%	
Revenues less Expenditures	329,000	324,597	(341,904)		
Beginning Fund Balance	3,035,203		3,035,203		
Net Revenues	329,000		(341,904)		
ENDING BALANCE	3,364,203		2,693,299		
ENDING BALANCE AS % OF OUTGO	44.1%		31.9%		

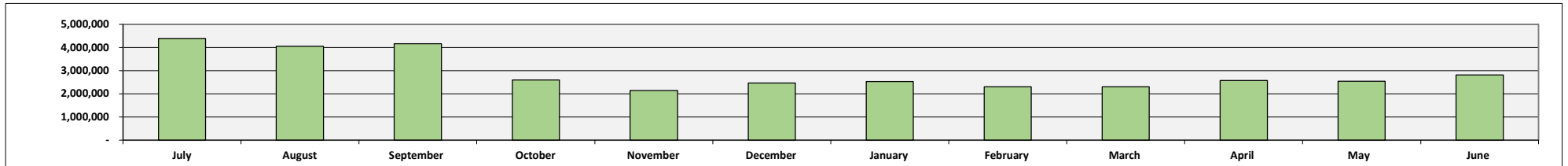
Manzanita Public Charter School
2025-26 July Budget
MULTI-YEAR PROJECTION SUMMARY

	2025-26	2026-27	2026-27
Projected Enrollment:	530	600	600
Projected P-2 ADA:	490.73	555.56	555.56
Revenues:			
General Purpose Entitlement	\$ 6,118,897	\$ 7,087,785	\$ 7,296,360
Federal Revenue	448,087	312,935	322,323
Other State Revenue	1,350,171	1,390,676	1,432,396
Other Local Revenue	190,000	195,700	201,571
TTL Revenues	\$ 8,107,155	\$ 8,987,096	\$ 9,252,650
Expenditures:			
Certificated Salaries	\$ 3,636,366	\$ 3,745,457	\$ 3,857,820
Non-Certificated Salaries	709,705	730,997	752,926
Benefits	1,346,887	1,416,783	1,486,123
Books/Supplies/Materials	711,188	732,382	752,669
Services/Operations	2,034,912	2,239,553	2,301,588
Capital Outlay	-	-	-
Other Outgo	10,000	10,298	10,583
TTL Expenditures	\$ 8,449,058	\$ 8,875,468	\$ 9,161,710
Net Revenues	\$ (341,904)	\$ 111,627	\$ 90,940
Beginning Balance July 1	\$ 3,035,203	\$ 2,693,299	\$ 2,804,926
Ending Balance June 30	\$ 2,693,299	\$ 2,804,926	\$ 2,895,866
Ending Balance as % of Exp.:	31.9%	31.6%	31.6%



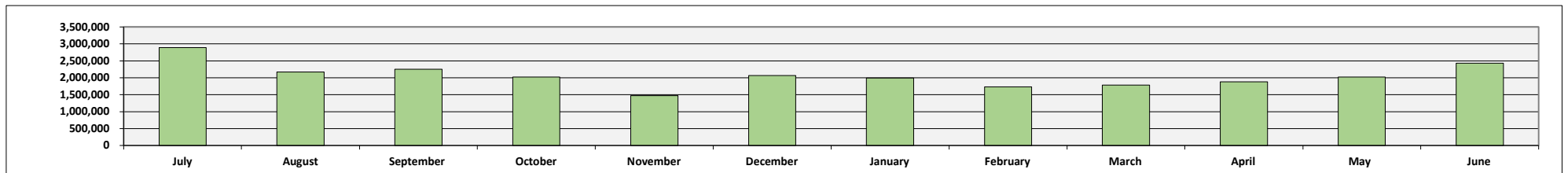
Manzanita Public Charter School
2024-25 Projected Monthly Cash Flow Statement

Description	2024-25 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		4,329,200	4,395,383	4,055,987	4,163,362	2,602,458	2,148,538	2,473,659	2,529,915	2,312,001	2,301,720	2,581,006	2,542,355	2,814,893	4,329,200
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,932,468	153,539	153,540	276,370	276,371	276,371	276,371	276,371	267,122	267,122	267,122	239,963	239,963	(37,757)	2,932,468
Education Protection Account	1,186,463			203,009	-	-	203,008	-	-	278,995	-	-	501,451	-	1,186,463
Prior Year Adjustments	69,295		69,295	-	-	-	-	-	(1,480)	(1,480)	(999)	-	-	3,959	69,295
In-Lieu-Of Property Taxes	1,470,420			-	-	364,171	-	336,159	(0)	(0)	403,838	-	-	366,252	1,470,420
Federal Revenues	666,345	-	402	-	-	-	370,931	85,274	196,728	100,355	(57,863)	-	-	(29,482)	666,345
Other State Revenues	1,314,010	60,908	56,710	79,606	79,500	50,594	153,046	185,937	67,507	95,605	380,956	380,956	25,000	(302,315)	1,314,010
Other Local Revenues	321,162	26,507	3,243	64,300	27,492	(4,324)	188,007	11,044	(144,400)	33,918	29,935	-	-	85,440	321,162
TTL CASH INFLOWS	7,960,163	240,954	283,190	623,286	383,363	686,812	1,191,362	894,786	385,476	774,515	1,022,990	620,919	766,414	86,097	7,960,163
EXPENDITURES															
All Certificated Salaries	3,242,969	29,256	297,700	263,747	288,916	426,322	291,804	274,211	295,626	291,461	294,497	244,497	194,497	50,438	3,242,969
All Classified Salaries	780,604	12,856	66,252	53,464	71,924	124,663	62,584	47,103	66,552	62,142	65,421	63,296	63,296	21,050	780,604
All Benefits	1,223,976	13,866	97,890	79,150	94,844	104,307	86,871	87,797	94,425	93,650	94,115	94,115	78,421	204,525	1,223,976
All Materials & Supplies	595,345	70,939	94,040	(16,187)	(7,359)	49,005	(655)	32,138	28,884	180,158	79,902	79,902	79,902	(75,326)	595,345
All Services and Operations	1,778,268	47,854	65,620	57,062	201,280	193,129	112,368	200,606	204,496	120,468	156,103	177,760	77,760	163,762	1,778,268
All Capital Outlay/Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo	10,000		1,084	976	976	1,141	1,016	1,016	1,673	-	2,216	-	-	(98)	10,000
TTL CASH OUTFLOWS	7,631,162	174,771	622,586	438,212	650,581	898,567	553,988	642,871	691,655	747,880	692,254	659,570	493,876	364,351	7,631,162
NET REVENUES	329,001														329,001
Accounts Receivable (net change)				(77,698)	206,314	(242,165)	(312,253)	(195,659)	88,266	(36,917)	(51,449)				(621,562)
Accounts Payable (net change)															-
Fixed Asset Acquisitions															-
Other Cash Inflows/Outflows					(1,500,000)		-								(1,500,000)
NET INFLOWS/OUTFLOWS		-	-	(77,698)	(1,293,686)	(242,165)	(312,253)	(195,659)	88,266	(36,917)	(51,449)	-	-		(2,121,562)
ENDING CASH BALANCE		4,395,383	4,055,987	4,163,362	2,602,458	2,148,538	2,473,659	2,529,915	2,312,001	2,301,720	2,581,006	2,542,355	2,814,893		
Days Cash On Hand		210	194	199	124	103	118	121	111	110	123	122	135		



Manzanita Public Charter School
2025-26 Projected Monthly Cash Flow Statement

Description	2025-26 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		2,814,893	2,894,070	2,171,459	2,255,899	2,024,713	1,474,398	2,067,515	1,993,666	1,730,906	1,790,097	1,880,290	2,027,114	2,432,018	2,814,893
CASH INFLOWS															
REVENUES															
LCFF State Aid	3,632,422	146,623	146,623	263,922	263,922	263,922	263,922	263,922	263,922	351,128	351,128	351,128	702,257	-	3,632,422
Education Protection Account	763,103	-	-	296,616	-	-	296,616	-	-	84,936	-	-	84,936	-	763,103
Prior Year Adjustments	-	-	4,158	8,315	5,544	5,544	5,544	5,544	5,544	(13,397)	(6,699)	(6,699)	(6,699)	(6,699)	-
In-Lieu-Of Property Taxes	1,723,372	-	88,225	176,450	117,634	117,634	117,634	117,634	117,634	290,176	145,088	145,088	145,088	145,088	1,723,372
Federal Revenues	448,087	-	270	-	-	-	249,434	57,343	132,291	67,484	(38,910)	-	-	(19,825)	448,087
Other State Revenues	1,350,171	62,584	58,271	81,797	81,688	51,986	157,258	191,054	69,365	98,236	391,440	391,440	25,688	(310,635)	1,350,171
Other Local Revenues	190,000	15,682	1,919	38,040	16,264	(2,558)	111,225	6,534	(85,427)	20,066	17,710	-	-	50,546	190,000
TTL CASH INFLOWS	8,107,155	224,889	299,466	865,140	485,051	436,528	1,201,632	642,030	503,328	898,630	859,757	880,958	951,270	(141,524)	8,107,155
EXPENDITURES															
All Certificated Salaries	3,636,366	32,805	333,813	295,742	323,964	478,038	327,202	307,475	331,487	326,817	330,221	274,156	218,090	56,556	3,636,366
All Classified Salaries	709,705	11,688	60,235	48,608	65,391	113,341	56,900	42,825	60,507	56,498	59,479	57,547	57,547	19,138	709,705
All Benefits	1,346,887	15,258	107,720	87,098	104,368	114,781	95,595	96,614	103,907	103,054	103,566	103,566	86,296	225,063	1,346,887
All Materials & Supplies	711,188	84,742	112,338	(19,337)	(8,791)	58,540	(782)	38,391	34,505	215,214	95,450	95,450	95,450	(89,983)	711,188
All Services and Operations	2,034,912	54,760	75,090	65,297	230,329	221,002	128,585	229,558	234,009	137,855	178,632	203,415	88,983	187,396	2,034,912
All Capital Outlay/Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo	10,000	-	1,084	976	976	1,141	1,016	1,016	1,673	-	2,216	-	-	(98)	10,000
TTL CASH OUTFLOWS	8,449,058	199,255	690,281	478,384	716,238	986,843	608,515	715,878	766,088	839,438	769,564	734,134	546,366	398,073	8,449,058
	(341,903)														(341,903)
Accounts Receivable (net change)		417,894	(331,797)	(302,315)											(216,218)
Accounts Payable (net change)		(364,351)													(364,351)
Fixed Asset Acquisitions		-													-
Other Cash Inflows/Outflows															-
NET INFLOWS/OUTFLOWS		53,543	(331,797)	(302,315)	-	-	-	-	-	-	-	-	-	-	(580,569)
ENDING CASH BALANCE		2,894,070	2,171,459	2,255,899	2,024,713	1,474,398	2,067,515	1,993,666	1,730,906	1,790,097	1,880,290	2,027,114	2,432,018		
Days Cash On Hand		125	94	97	87	64	89	86	75	77	81	88	105		



Charter Number: 0973

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2025-26 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____

Date: _____

Charter School Official
(Original signature required)

Printed Name: Suzanne Nicastro

Title: Superintendent

For additional information on the budget report, please contact:

Charter School Contact:

Candice Phillips

Name

Finance Director

Title

(916) 649-6491 ext. 119

Telephone

candice.phillips@charteradmin.com

E-mail Address

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: Manzanita Public Charter
CDS Code: 4269229-0116921
Charter School Number: 973
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

The Arts in Music and Music in schools funding is being used to expand instruction in visual and performing arts, including musical equipment, art curriculum, performing arts staging, costuming, set design, and creative expression through computer coding and robotic classes.

2. Number of full-time equivalent teachers (certificated). 2.5

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 460

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 6/18/2025 12:00:00 AM

Annual Report Data URL

<http://www.manzanitacharterschool.com>

Submission Date 6/13/2025 10:17:50 AM



"A Gold Ribbon School"

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 Vandenberg Space Force Base, CA 93437
 Phone: (805) 734-5600
 Fax: (805) 734-3572
www.manzanitacharterschool.com
info@manzanitacharterschool.com

Board Agenda June 18, 2025

ITEM TITLE: Local Accountability and Control Plan (LCAP)

BACKGROUND:

Manzanita Public Charter School must complete an annual update to our three-year LCAP.

This LCAP update must respond to the following 8 state priorities, which are organized below:

- *Conditions for Learning Basic: A) teachers fully credentialed and appropriately assigned, B) standards-aligned instructional materials for every student, C) school facilities in good repair.*
- *Implementation of State Standards: implementation of all CA state standards, including how English learners access the curriculum and English learning development standards.*
- *Course Access: students have access to and are enrolled in a broad course of study.*
- *Pupil Outcomes Pupil Achievement: A) state CAASPP assessments, B) English learners progress on obtaining proficiency, C) English learner reclassification rates.*
- *Other Pupil Outcomes: student outcomes for subjects through local assessment measures.*
- *Engagement/Parent Involvement: A) parent input in decision-making, B) parent participation in programs for unduplicated pupils.*
- *Pupil Engagement: A) attendance rates, B) chronic absenteeism rates*
- *School Climate: A) suspension rates, B) expulsion rates, C) surveys regarding safety and connectedness*

LEA LCAP's and budgets are closely intertwined, with budget approval contingent on prior LCAP approval. Before a Governing Board adopts an LCAP, there are several steps involving public engagement. Here are the steps Manzanita took to ensure required public engagement:

- Published notice for LCAP/Budget public hearing date
- Public hearing held 7 days prior to LCAP and Annual budget approvals
- Manzanita Superintendent and CBO has completed a programmatic review and issued feedback and comments to LCAP consultant.
- Manzanita's Principal and School Site Council members participated in LCAP recommendations and review
- All staff had an opportunity to review the LCAP and make suggestions for budget recommendations and programs.
- Manzanita families were given two surveys which allowed for program and operational recommendations.
- The comments from these entities has resulted in changes to the LCAP.

RECOMMENDATION: LCAP approval

RESOURCE PERSON: Suzanne Nicastro

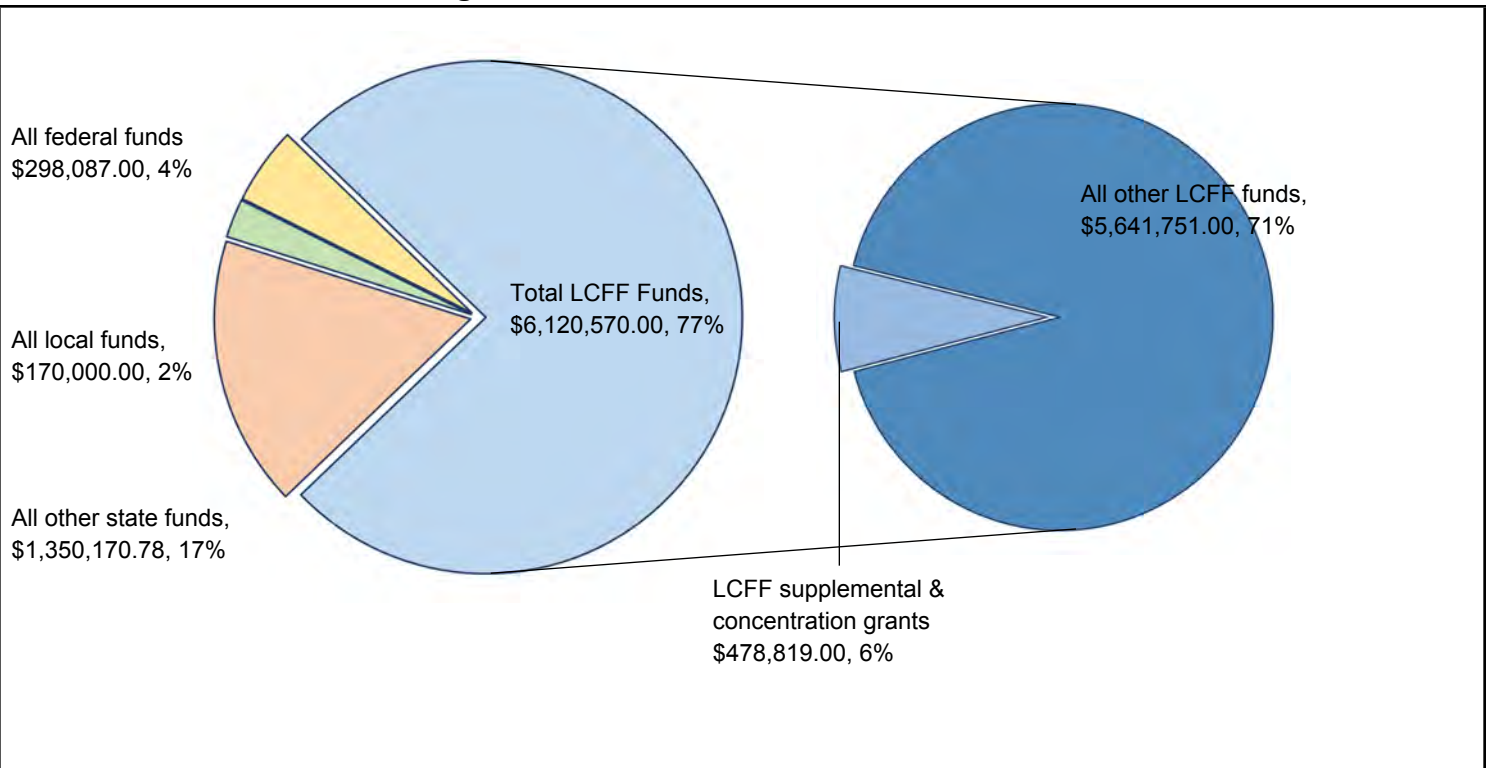
LCFF Budget Overview for Parents

Attachment J

Local Education Agency (LEA) Name: Manzanita Public Charter School
CDS Code: 42 69229 0116921
School Year: 2025-26
LEA contact information: Suzanne Nicastro, (805) 734-5600, suzanne.nicastro@manzanitacharterschool.com

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 2025-26 School Year



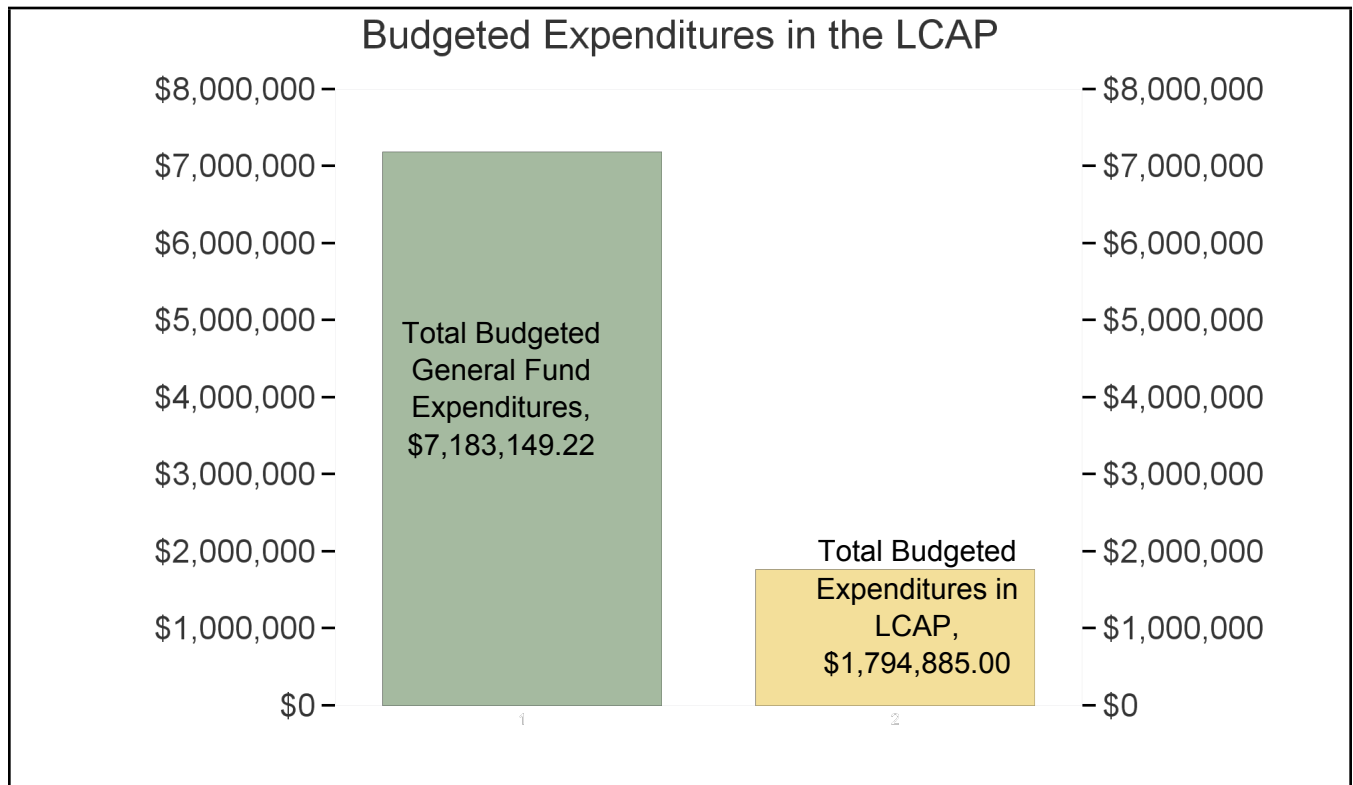
This chart shows the total general purpose revenue Manzanita Public Charter School expects to receive in the coming year from all sources.

The total revenue projected for Manzanita Public Charter School is \$7,938,827.78 of which \$6,120,570.00 is Local Control Funding Formula (LCFF), \$1,350,170.78 is other state funds, \$170,000.00 is local funds, and \$298,087.00 is federal funds. Of the \$6,120,570.00 in LCFF Funds, \$478,819.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

Attachment J

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.



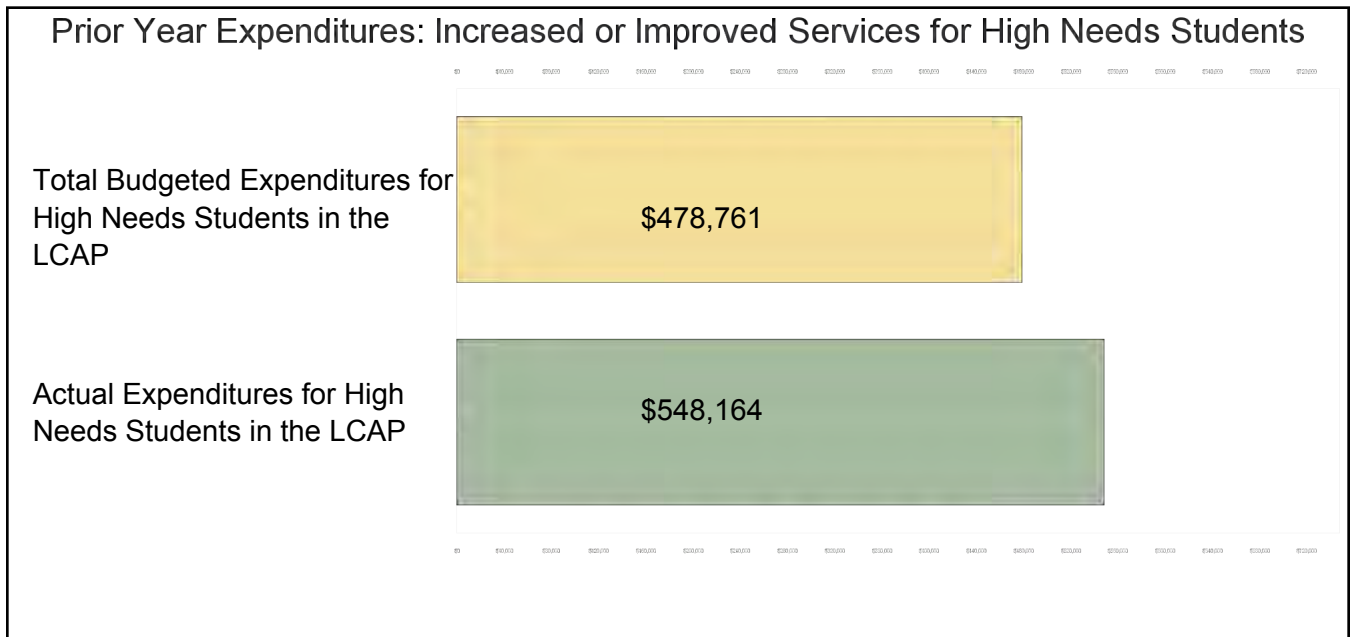
This chart provides a quick summary of how much Manzanita Public Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

Manzanita Public Charter School plans to spend \$7,183,149.22 for the 2025-26 school year. Of that amount, \$1,794,885.00 is tied to actions/services in the LCAP and \$5,388,264.22 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 the LCAP for the 2025-26 School Year

In 2025-26, Manzanita Public Charter School is projecting it will receive \$478,819.00 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 \$589,137.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Manzanita Public Charter School's LCAP budgeted \$478,761.00 for planned actions to increase or improve services for high needs students. Manzanita Public Charter School actually spent \$548,164.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manzanita Public Charter School	Superintendent	suzanne.nicastro@manzanitacharterschool.com (805) 734-5600

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The Manzanita Public Charter School is a elementary charter school in Santa Barbara county serving a rural community in grades TK-6. The charter school has 1 school. The current enrollment is 525 students of which 46 are ELs, 232 are socio-economically disadvantaged, 146 are white, 249 are hispanic, 46 are students with disabilities and the district has no foster youth.

Nestled off scenic Highway 1 and surrounded by Central Coast Chaparral, Manzanita Public Charter School offers an alternative instructional model which focuses on the whole child approach. Manzanita's strength based workshop model (SBW) provides daily, comprehensive instruction designed to address individual needs while also continuing to evolve with State and Federal guidelines. The SBW model was originally designed to build learning independence as well as to help identify individual scholar strengths.

Manzanita Public Charter was listed on the 2024 Educational Results Partnership's "Honor Roll" list of California's top performing schools. The Honor Roll list recognizes top public schools, school districts and charter schools in California that have outperformed their peers in closing achievement gaps, particularly among higher-poverty and historically disadvantaged student populations.

Manzanita's mission is to provide an enhanced educational environment that promotes learning excellence, while scholars thrive in a 21st century world. We provide a caring public school with high expectations, coupled with strong supports. A school of choice. High achievement and rigor are enhanced by a full academic program, including foreign language, visual and performing arts, and physical education. Learning happens when accountability meets expectations. Our school family cares and pushes forward.

Our vision shapes and develops a school culture that promotes creativity, deep development of learning independence and strengths, while providing personalized services in a results-driven environment.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Highlights:

The 2025-26 LCAP has the following goals as top priorities:

01 - Provide high quality classroom instruction aligned to common core state standards, with academic intervention in place to eliminate barriers to academic success.

02 - 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.

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

90% - % on the *Facilities Inspection Tool* overall rating (Baseline: 90.0%)

65% - % meeting standard on CAASPP ELA (Baseline: 53.6%)

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

While the LEA is proud of it's accomplishments on these metrics especially 90% on the FIT Tool, we realize that more needs to be done to improve performance on the CAASPP.

The following actions are designed to assist in meeting the highlighted goals: 01.01, 01.02, 01.03, 02.02, 03.04 and 03.05

- 01.01: Monitor student data to inform instructional practices by enacting a Data Team to review data quarterly.
- 01.02: Staff all classrooms with appropriately assigned, and fully credentialed teachers during ELD and intervention time and in ELD and intervention classrooms. (2.5 FTE @ \$118,800 / FTE)
- 01.03: Provide PD to staff on language acquisition programs including training on use of the adopted ELD program and assessments. This PD will be provided to teachers, instructional aides, teacher tutors, and language specialists. (.08 FTE @ \$118,800 / FTE) ([PDP](#))
- 02.02: Continue to modify and expand the MTSS tiered intervention system for all students in need of social emotional intervention. Social emotional supports will include: counseling and psychologist services increased physical education services. Newly arriving military dependents will receive extra attention. (2.25 FTE @ \$151,200 / FTE)
- 03.04: Build the expansion to 7th and 8th grades by ensuring that the new school model: 1. does not detract from existing Manzanita needs and demands, 2. meets all state and federal, requirements for middle school, 3 creates a rigorous, highly engaging program that scholars, families, and staff are excited to engage with, and 4. operates with enhanced safety guidelines for all grades
- 03.05: The superintendent, principal and VSFB liaison will research and successfully complete the Purple Star application process to become a school organization which better supports military families in a strategic way.

These actions when implemented properly and fully will assist the LEA in reaching the metric outcomes listed above.

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

53.2% - % meeting standard on CAASPP ELA (baseline = 53.6%) Data Source: CA CAASPP

42.9% - % meeting standard on CAASPP Math (baseline = 40.8%) Data Source: CA CAASPP

58.7% - % of English Learner Progress (CA Dashboard, Status) (baseline = 51.8%) Data Source: CA Dashboard

93.0% - % on the *Facilities Inspection Tool* overall rating (baseline = 90.0%) Data Source: Local-FIT

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.04. These actions will utilize common formative assessments to identify needed interventions.

Instances of Lowest Performance on CA Dashboard:

There were no state indicators on the in which any student group was in the Lowest Performance Band on the 22-23 CA Dashboard (the baseline year for this LCAP).

Schools:

On the 22-23 CA Dashboard no schools were in the Lowest Performance Band on any metric.

Student Groups within Schools:

There were no schools with on the 22-23 CA Dashboard in which any student group was in the Lowest Performance Band.

Reflections: Technical Assistance

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

N/A

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.

Engaging Educational Partners

Attachment J

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partners	Process for Engagement
Administration	The MPC administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 2/6/2025 and 3/6/2025. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.
Certificated	MPC conducted a focus group with all teachers on 2/12/2025. During the focus group a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this educational partner engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community educational partner groups.
Classified	MPC conducted a focus group with the non certificated staff on 2/12/2025. The LEA does not have a classified staff bargaining unit.
Student	MPC conducted a focus group with the student educational partner group on 2/12/2025.
Parent / Community	MPC conducted a focus group with the parent / community educational partner group on 2/12/2025.

Educational Partners	Process for Engagement	Attachment J
LCAP Committee	MPC 's LCAP Committee met on 3/27/2025 and 4/25/2025. The committee consists of parents of low income students, English learners, and students with special needs. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent.	
DELAC	The charter school has a small enough numbers of ELs that it is not required to have a DELAC and thus the DELAC did not review the LCAP.	
Public Posting	The Draft LCAP was posted on MPC's website for review on 5/3/2025.	
Annual Update Committee	A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents along with certificated and classified bargaining unit members, administrators, and students. This committee met on 2/12/2025 to review the progress made on the previous LCAP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.	
SELPA	On 2/18/2025 the MPC administration and LCAP team met with representatives of the SELPA to discuss the coming year's LCAP and how the LCAP might support the Special Education program.	

Feedback:

The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 6/11/2025 and approved the final version of the LCAP on 6/18/2025.

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various educational partner groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

The certificated staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Academically Proficient (Reading, Writing, Math)
- 11% - Emotionally Healthy (compassionate / empathetic)
- 09% - Communicators (Active listener, articulate speaker)
- 09% - Problem Solvers
- 08% - Critical Thinker (Analytical, Independent)

Actions:

- 08% - Implement/continue implementing AVID
- 07% - Implement/continue learning lab, intervention, differentiation.
- 05% - Provide/increase access to a counselor.
- 05% - Increase the academic rigor.
- 05% - Provide planners to all students.

The classified staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Problem Solvers
- 08% - Academically Proficient (Reading, Writing, Math)
- 08% - Critical Thinker (Analytical, Independent)
- 08% - Emotionally Healthy (compassionate / empathetic)
- 08% - Organized (time-management, note-taking, etc.)

Actions:

- 09% - Implement/continue Ambassadors / student mentors.
- 07% - Provide ethics instruction to students.
- 07% - Provide/increase access to a counselor.
- 07% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc.
- 04% - Increase collaboration with parents.

The student focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Creative

- 13% - Critical Thinker (Analytical, Independent)
- 09% - College / Career Ready
- 09% - Sociable
- 09% - Responsible

Actions:

- 10% - Increase support for music and art programs.
- 07% - Provide planners to all students.
- 05% - Implement/continue an art program.
- 05% - Increase PE time.
- 05% - Increase collaboration with parents.

The parent / community focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Academically Proficient (Reading, Writing, Math)
- 13% - Emotionally Healthy (compassionate / empathetic)
- 13% - Organized (time-management, note-taking, etc.)
- 13% - Problem Solvers
- 13% - Resilient

Actions:

- 09% - Provide more opportunities for community service projects.
- 09% - Implement/continue learning lab, intervention, differentiation.
- 09% - Increase the academic rigor.
- 09% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc.
- 09% - Implement/continue implementing AVID

The LCAP Committee is serving as the advisory body to the superintendent with regards to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.

The DELAC had several questions which were answered and a few comments for the plan. Any suggestions given by the DELAC were taken under advisement and if possible were incorporated into the Final LCAP.

The LCAP Annual Update Committee provided information on the progress, successes and challenges of the previous year's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the goals and actions in the LCAP. Feedback from this meeting can be found in the Annual Update Section of this LCAP.

The feedback from the SELPA was to provide some actions items in the LCAP that relate to the Special Education program as well as to briefly describe the program in the introductory section of the plan.

Influence:

MPC values the significant role that all educational partners played in contributing to the development of this LCAP. The process used for educational partner engagement is reflective of MPC's commitment to all members of the school community. The input of educational partners was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple educational partner groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

Traits:

- 9% - Academically Proficient (Reading, Writing, Math)
- 9% - Emotionally Healthy (compassionate / empathetic)
- 9% - Critical Thinker (Analytical, Independent)
- 9% - Problem Solvers
- 6% - Communicators (Active listener, articulate speaker)

The traits Academically Proficient (Reading, Writing, Math) and Critical Thinker (Analytical, Independent) helped to inform the development of goal 01. The traits Emotionally Healthy (compassionate / empathetic) helped to inform the development of goal 02. These two goals are:

01: Provide high quality classroom instruction aligned to common core state standards, with academic intervention in place to eliminate barriers to academic success.

02: 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.

Actions:

- 3% - Implement/continue implementing AVID
- 3% - Increase support for music and art programs.
- 3% - Provide/increase access to a counselor.
- 3% - Provide planners to all students.
- 3% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.

01.04: Utilize common formative, benchmark assessments across the LEA to analyze student progress in order to inform instruction, monitor student progress, and to identify students needing further assessment or interventions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
01	Provide high quality classroom instruction aligned to common core state standards, with academic intervention in place to eliminate barriers to academic success.	Broad

State Priorities addressed by this goal.

1: Basics
4: Pupil Achievement
7: Broad Course of Study
8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Analysis of metric 4.A.1: % meeting standard on CAASPP ELA - 48.4% (21-22) to 53.6% (22-23) to 53.2% (23-24) and metric 4.A.2: % meeting standard on CAASPP Math - 35.4% (21-22) to 40.8% (22-23) to 42.9% (23-24) shows that the overall trend was in a positive direction on the key indicators for this goal. Educational partner focus groups showed that having students be academically proficient in reading, writing and math was a top priority for a majority of educational partner groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
01.01	1.B.1: Maintain the % of students with CA State Standards aligned core curriculum above (BL Yr: 22-23)	100%	100%		100%	0%
01.02	1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to (BL Yr: 22-23)	100%	100%		100%	0%
01.03	4.A.1: Increase the % meeting standard on CAASPP ELA to (BL Yr: 22-23)	53.6%	53.2%		65%	-.4%
01.04	4.A.2: Increase the % meeting standard on CAASPP Math to (BL Yr: 22-23)	40.8%	42.9%		50%	2.1%
01.07	4.D: Increase the % of English Learner Progress (CA Dashboard, Status) to (BL Yr: 22-23)	51.8%	58.7%		55%	6.9%

01.06	4.E: Increase the % of ELs reclassified (Reclassification Rate) to (BL Yr: 22-23)	4.6%	4.4%		15%	-.2%
01.08	7.A: Maintain the % of students enrolled in required courses of study at (BL Yr: 23-24)	100%	100%		100%	0%
01.09	7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) above (BL Yr: 23-24)	5.0	4.6		5.0	-.4
01.10	7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) above (BL Yr: 23-24)	3.2	5.2		3.0	2
01.11	8.A: Increase the % of students completing 2 formative local assessments to (BL Yr: 23-24)	83.7%	100%		100%	16.3%

Actions

Action #	Title	Description	Total Funds	Contributing
01.01	Student Achievement Data Monitoring	01.01: Monitor student data to inform instructional practices by enacting a Data Team to review data quarterly.	\$0.00	No
01.02	ELD Instruction Time	01.02: Staff all classrooms with appropriately assigned, and fully credentialed teachers during ELD and intervention time and in ELD and intervention classrooms. (2.5 FTE @ \$118,800 / FTE)	\$297,000.00	Yes
01.03	ELD Professional Development	01.03: Provide PD to staff on language acquisition programs including training on use of the adopted ELD program and assessments. This PD will be provided to teachers, instructional aides, teacher tutors, and language specialists. (.08 FTE @ \$118,800 / FTE) (PDP)	\$9,504.00	Yes
01.04	Common Assessments for Instruction and Intervention	01.04: Utilize common formative, benchmark assessments across the LEA to analyze student progress in order to inform instruction, monitor student progress, and to identify students needing further assessment or interventions.	\$30,000.00	No
01.05	Instructional and TIPS coaching	01.05: Provide new and experienced teachers with high level coaching support on a weekly basis	\$125,280.00	No

01.06	Vertical Articulation	01.06: 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. (1.14 FTE @ \$118,800 / FTE)	\$135,788.00	No
01.07	Essential Enrichment Learning Programming	01.07: The LEA will provide a variety of extended learning programs, including STEM, ARTS, and Outdoor Education to provide supplemental instruction and support to students and students with exceptional needs.	\$373,460.00	No
01.08	PLC Time	01.08: Provide time during the school day for all teaches to meet 4 days / week for at least 40 minutes for PLCs to plan essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time. At least 50% of this time will focus on unduplicated students. (1.56 FTE @ \$118,800 / FTE)	\$185,433.00	Yes
01.09	Extended Learning Opportunities - Instructional Assistants in kindergarten	01.09: Place instructional aides in all full day TK and kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to EL, LI and FY students. (2 FTE @ \$48,600 / FTE)	\$97,200.00	Yes

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then 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.

Substantive Differences:

01.03: ELD Professional Development - *MPC did not provide any PD on the language acquisition program this year.*

Successes:

01.01: Student Achievement Data Monitoring - *MPC has a Data Team that monitors student progress. We provide scholar intervention based on needs and instruction is data driven.*

01.02: ELD Instruction Time - *Every teacher has access to Benchmark ELD curriculum. Our current strategy is a pullout model with 30 minute of instruction.*

01.04: Common Benchmark Assessments - *The STAR Reading, STAR Math, STAR Early Literacy DIBELS, and Essential Standards are all being used school wide.*

01.05: Instructional and TIPS coaching - *All teachers in program are progressing through to clear their credentials.*

01.06: Vertical Articulation - *Essential Standards are used to prepare scholars for the upcoming year. Support staff has been trained to close the gaps.*
 01.07: Essential Enrichment Learning Programming - *The extended learning programs are helping enrich and further scholars interest by giving scholars options. MPC has implemented Drama Club, Rangers, Advanced P.E., Advance Art, Honor Choir, and Robotics.*
 01.09: TK-K Instructional Assistants - *This year our TK program has been successful at providing a full day instructional aide.*

Challenges:

01.01: Student Achievement Data Monitoring - *Sometimes having instructional staff covering WinTimes can be inconsistent.*
 01.02: ELD Instruction Time - *ELD teacher is pulled to sub or cover for teacher shortages. ELD teacher is required to teach and test which effects the amount of instructional time for students.*
 01.04: Common Benchmark Assessments - *Having enough time to complete the tests and input data*

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.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

Reasons for the difference in budgeted and actual expenditures are:

- 01.02: This action was not properly budgeted for in the previous year's LCAP.
- 01.03: MPC did not provide any PD on the language acquisition program this year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

- 4.A.1 - % meeting standard on CAASPP ELA - (BL - 53.6% '23-24' - 53.2% Target - 65%)
- 4.A.2 - % meeting standard on CAASPP Math - (BL - 40.8% '23-24' - 42.9% Target - 50%)
- 4.D - % of English Learner Progress (CA Dashboard, Status) - (BL - 51.8% '23-24' - 58.7% Target - 55%)

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.

01.01: Student Achievement Data Monitoring - *We have seen an increase of academic growth in the area of reading and reading comprehension. Evidence of effectiveness: Metric 4.A.2: % meeting standard on CAASPP Math went from 40.8% (22-23) to 42.9% (23-24).*
 01.02: ELD Instruction Time - *It's very effective, since many students are testing out. However, ELD instruction time can be chaotic due logistics and staffing. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 53.6% (22-23) to 53.2% (23-24).*
 01.08: PLC Time - *The action has been effective in helping teachers plan and prepare for best practices and targeted instruction. Evidence of effectiveness: Metric 4.D: % of English Learner Progress (CA Dashboard, Status) went from 51.8% (22-23) to 58.7% (23-24).*

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response.

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

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

No actions in this goal were added, changed, completed, deleted or deleted and combined in the 2025-26 LCAP.

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	Type of Goal
02	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	Broad

State Priorities addressed by this goal.

1: Basics
2: State Standards
6: School Climate

An explanation of why the LEA has developed this goal.

Analysis of metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) - N/D (22-23) to 85.5% (23-24) to 86.9% (24-25) and shows that the outcome of this goal was maintained at a high level on the key indicators for this goal. Educational partner surveys showed that having students be safe was a top priority for a large number of educational partner groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
02.01	1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at (BL Yr: 22-23)	82.6%	100%		100%	17.4%
02.02	2.A: Maintain the % implementation of CA State Standards for all students above (BL Yr: 23-24)	90.0%	81.7%		90%	-8.3%
02.03	2.B: Maintain the % implementation of SBE adopted ELD standards for all ELs above (BL Yr: 23-24)	93.3%	95.0%		90%	1.7%
02.12	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	85.5%	86.9%		90%	1.4%

Actions

Action #	Title	Description	Total Funds	Contributing
02.01	Chronic Absenteeism response	02.01: Analyze the causes and patterns of chronic absenteeism to establish consistent policy and practice; research and design strategies to reduce frequency; and communicate to families the importance of school attendance and its relationship to student success.	\$0.00	No
02.02	MTSS (Social Emotional)	02.02: Continue to modify and expand the MTSS tiered intervention system for all students in need of social emotional intervention. Social emotional supports supports will include: counseling and psychologist services increased physical education services. Newly arriving military dependents will receive extra attention. (2.25 FTE @ \$151,200 / FTE)	\$332,812.00	No
02.03	Suspension analysis and intervention	02.03: Continue to modify and expand the MTSS tiered intervention system for all students in need of behavioral intervention. This will include tier 1 in-class interventions, 2nd STEP and Soul Shoppe (anger management, bullying, and racial tolerance). Newly arriving military dependents will receive extra attention. The MTSS Behavioral Team will analyze suspension data and facilitate Tier 2 and Tier 3 interventions to students at-risk in order to reduce suspensions.	\$10,000.00	No
02.04	PD Plan	02.04: Provide PD to all teachers and appropriate staff on some of the following topics: increasing academic rigor to meet grade level standards, data evaluation to provide equitable school-wide instruction, etc. (PDP)	\$0.00	No
02.05	PE Teacher for PLC Time	02.05: Provide a certificated PE teacher (TK-6) and in addition a classified PE instructional aide (TK-2). This PE program will have a social-emotional focus to target needs of at-risk students (English learners, foster, homeless, low-income). This time will also be used to provide grade levels with PLC time to analyze performance data from unduplicated students. (2 FTE @ \$65,000 / FTE)	\$130,000.00	No
02.06	School-wide Behavioral Guidelines	02.06: Re-establishment of school-wide behavioral guidelines with a focus on preventing physical violence, racial language, and dress codes. (Administration, teachers, counselor, psychologist)	\$25,000.00	No

02.07	Staff Wellness Program	02.07: Design and establish a staff wellness program with incentives and rewards. (Administration, teachers, counselor, psychologist) .	\$10,000.00	No
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Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then 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.

Substantive Differences:

02.02: MTSS (Social Emotional) - *MPC no longer use the DESSA screener.*

Successes:

02.01: Chronic Absenteeism response - *Parent meetings are being held to clarify expectations and absenteeism improves after these parent meeting.*

02.02: MTSS (Social Emotional) - *We do have one on one counseling as well as whole group counseling services weekly. In addition, staff was training on SoulShoppe as a social emotional intervention program.*

02.04: PD Plan - *Staff went through student, staff, and parent surveys to look at the state of the school culture. In weekly meetings staff looks at grade level standards and goals to meet for scholar growth. We have an all staff meeting once a month to make sure all staff members are working together and hearing the same information.*

02.05: PE Teacher for PLC Time - *We have weekly PE with curriculum that covers social-emotional needs.*

02.07: Staff Wellness Program - *Some of the efforts that MPC has towards staff wellness are: bubble bar in the Bistro, potlucks on Wednesdays, snacks from front office, Lucky Duck, staff parties, blow up costumes at Turkey Trot hand warmers / hot chocolate on cold days, retention checks, Teacher Appreciation Week and birthday treats for teachers in their boxes.*

Challenges:

02.01: Chronic Absenteeism response - *The approach to this problem has been on a more case by case basis. We need a more strategic approach. There also needs to be more follow up after meetings regarding absenteeism.*

02.03: MTSS (Behavioral) - *Not all teachers use the 2nd Step lesson to teach SEL.*

02.05: PE Teacher for PLC Time - *When it is raining, PE gets pushed into the classroom due to not having an indoor facility for PE. This conflict with meetings and prep time for teachers.*

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.

The following action had significant differences between the budgeted and the actual expenditures:

The reasons for the difference in budgeted and actual expenditures is:
 - 02.04: This action was not properly budgeted for in the previous year's LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

22.F - *ESE Student Climate Survey (ES)* (Item 31) Do you feel sad? - (BL - 79.0% '24-25' - 85.9% Target - 90%)

6.D - % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) - (BL - 85.5% '24-25' - 86.9% Target - 90%)

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 - *This action has been highly effective, but a data review would be necessary to understand more. Evidence of effectiveness: Metric 5.B: % on Chronic absenteeism rate (CA Dashboard, Status) went from 13.8% (22-23) to 9.3% (23-24).*

02.02: MTSS (Social Emotional) - *Referrals and incidents are down according to Incidents+ and Vice Principal/anecdotal 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 74.5% (23-24) to 69.2% (24-25).* This action is deemed effective because nearly 70% of educational partners feel connectedness with the school, but the LEA needs to improve this metric.

02.04: PD Plan - *In PLCs and staff meetings, being given timelines for when testing, scores, and other items need to be completed is very helpful. Evidence of effectiveness: Metric 22.F: ESE Student Climate Survey (ES) (Item 31) Do you feel sad? went from 79.0% (23-24) to 85.9% (24-25).*

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response. This action is deemed effective because nearly 70% of educational partners feel connectedness with the school, but the LEA needs to improve this metric.

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

This goal remains unchanged in the 2025-26 LCAP.

The following are metrics that were added as new, deleted, moved, had wording changed, or had the metric ID changed in the 2025-26 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 ,

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2025-26 LCAP.

- 02.02: MTSS (Social Emotional)

24-25: Continue to modify and expand the MTSS tiered intervention system for all students in need of social emotional intervention. Social emotional supports will include: the DESSA screener, counseling and psychologist services increased physical education services. Newly arriving military dependents will receive extra attention.

Modified to read

25-26: Continue to modify and expand the MTSS tiered intervention system for all students in need of social emotional intervention. Social emotional supports will include: counseling and psychologist services increased physical education services. Newly arriving military dependents will receive extra attention.

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	Type of Goal
03	Maintain high levels of parent, family and community engagement with the schools by meeting the needs of the community through the expansion to 7th and 8th grades as well as the Facilities Enlargement and Modernization Plan and through other avenues	Broad

State Priorities addressed by this goal.

1: Basics
3: Parental Involvement
5: Pupil Engagement
6: School Climate

An explanation of why the LEA has developed this goal.

Analysis of metric 3.A.1: % on the District Parent Survey agreeing that district seeks parent input (Item 24) - N/D (22-23) to 89.0% (23-24) to 89.7% (24-25) and metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) - (22-23) to 74.5% (23-24) to 69.2% (24-25) Educational partner surveys showed that the LEA can improve on seeking input from parents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
03.01	1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above (BL Yr: 23-24)	90.0%	93.0%		90%	3%
03.02	3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input (Item 24) to (BL Yr: 23-24)	89.0%	89.7%		90.0%	.7%
03.03	3.A.2: Maintain the % of households responding to the <i>District Parent Survey</i> above (BL Yr: 23-24)	67%	90.4%		60%	23.4%
03.04	3.B: Increase the # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) to (BL Yr: 23-24)	1.0	1.0		2.0	0
03.05	3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS	2.1	1.7		2.0	-.4

	average) above (BL Yr: 23-24)					
03.06	5.A: Increase the School attendance rate to (BL Yr: 23-24)	97.9%	96.3%		98%	-1.6%
03.07	5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to (BL Yr: 22-23)	13.8%	9.3%		10	-4.5%
03.08	5.C: Maintain the % on Middle school dropout rate at (BL Yr: 22-23)	N/D	N/D		0%	0
03.09	6.A: Maintain the % on Suspension rate (CA Dashboard, Status) below (BL Yr: 22-23)	0.8%	1.9%		1.0%	1.1%
03.10	6.B: Maintain the % on Expulsion rate at (BL Yr: 22-23)	0%	0%		0%	0%
03.11	6.C.1: Maintain the # on the <i>District School Climate Survey</i> overall index School Climate Rating above	83.4	N/A		80	-83.4
03.13	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%	69.2%		80%	-5.3%

Actions

Action #	Title	Description	Total Funds	Contributing
03.01	Parent Home/School Communication	03.01: Provide regular newsletters and support the use of an effective website and social media to enhance communication with students, teachers, parents, the staff and the community. Communicate with parents regularly using Parent Square messages and group emails in addition to quarterly Zoom Parent Updates. All significant communications will be provided in English and Spanish.	\$2,700.00	No
03.02	Office Staff Training	03.02: Provide all classified staff with high quality training on some of the following: maintaining high levels of community engagement, communicating with parents, completing work tasks with increased efficiency and confidence, MS Office, student information system, etc. (PDP)	\$20,000.00	No

03.03	Parent outreach for EL, low income, military dependents	03.03: Hold quarterly parent-teacher conference for all parents of students who are English language learners, and/or low income, and who are military dependents. All of the above families will be 1. invited to attend, 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 services will be made available as needed. (.07 FTE @ \$118,800 / FTE)	\$8,708.00	No
03.04	Expansion to a Grade 7 and 8 instructional model	03.04: Build the expansion to 7th and 8th grades by ensuring that the new school model: 1. does not detract from existing Manzanita needs and demands, 2. meets all state and federal, requirements for middle school, 3 creates a rigorous, highly engaging program that scholars, families, and staff are excited to engage with, and 4. operates with enhanced safety guidelines for all grades	\$0.00	No
03.05	Purple Star Application	03.05: The superintendent, principal and VSFB liaison will research and successfully complete the Purple Star application process to become a school organization which better supports military families in a strategic way.	\$2,000.00	No

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then 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.

Substantive Differences:

There were no actions in this goal with substantive differences.

Successes:

03.01: Parent Home/School Communication - *MPC conducts regular communication through Parent Square that has been effective. This is a great way to connect with families and staff. The MPC website is extremely effective with schedules, calendars, and upcoming events. Parents are also able log on to the daily Zoom meetings to stay connected to the school details.*

03.02: Office Staff Training - *MPC holds weekly training on how to engage with the children better. Classified staff is also required to attend all staff meetings, school functions, etc.*

03.04: Expansion to a Grade 7 and 8 instructional model - *MPC has a Middle school committee. We have held curriculum meetings with SBCEO. We have*

also held parent meetings, had walkthroughs with parents, and also conducted a parent survey which solicited input regarding middle school expansion.
 03.05: Purple Star Application - *This application was submitted and we are awaiting response by April.*

Challenges:

03.02: Office Staff Training - *Classified staff (IA's) do not have access to communication with parents. This was reserved for the classroom teachers. Classified staff has not received training on Oasis,*

03.04: Expansion to a Grade 7 and 8 instructional model - *No major challenges, but this is a major endeavor that will take significant administration and staff time in the coming years.*

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:

A description of the effectiveness or ineffectiveness of the specific actions to date 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 - 90.0% '24-25' - 93.0% Target - 90%)

5.B - % on Chronic absenteeism rate (CA Dashboard, Status) - (BL - 13.8% '23-24' - 9.3% Target - 10)

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.

03.01: Parent Home/School Communication - *Mandatory parent meetings at the beginning of the year were held. DURING the year the communication regarding the expansion has been clear and informative. PTSA and Coffee with the Principal are provide regular opportunities for parents to stay connected to the school. 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 74.5% (23-24) to 69.2% (24-25).* While this metric dropped, it is still near 70% which is a good level. The LEA will try to improve on this metric.

03.02: Office Staff Training - *Evidence of effectiveness: Metric 3.A.1: % on the District Parent Survey agreeing that district seeks parent input (Item 24) went from 89.0% (23-24) to 89.7% (24-25).*

03.03: Outreach to EL, LI, and FY military families - *The parent conferences are very effective at communicating with parents and at building a school home connection. Evidence of effectiveness: Metric 5.A: School attendance rate went from 97.9% (23-24) to 96.3% (24-25).*

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response. While this metric dropped, it is still near 70% which is a good level. The LEA will try to improve on this metric.

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

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

No actions in this goal were added, changed, completed, deleted or deleted and combined in the 2025-26 LCAP.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Attachment J

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$478,819.00	\$0.00

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.49%	0.00%	\$0	8.49%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action # (s)	Identified Needs	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
01.08	An analysis of metric data shows that unduplicated students performance on Metric 4.A.1: % meeting standard on CAASPP ELA went from 53.6% (22-23) to 53.2% (23-24). To improve performance the educational partners believe the LEA needs Increased time for analyzing unduplicated student data and planning instruction and interventions for these students.	This additional planning time will be principally directed towards improving the academic and behavioral outcomes of the LEA's unduplicated student population. The PLC time will focus on analyzing unduplicated student population data and planning classroom interventions to support this student population. Because this is a near daily activity, some of the time will be used to discuss school-wide data and trends, but the overwhelming majority of time will be focused on the needs of unduplicated students.	% meeting standard on CAASPP Math

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action # (s)	Identified Needs	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
01.02	An analysis of metric data shows that English Learner performance on Metric 4. D: % of English Learner Progress (CA Dashboard, Status) went from 51.8% (22 -23) to 58.7% (23-24). To improve performance the educational partners believe the LEA needs to continue with rigorous set aside ELD time for ELs and intervention time for all students in need of academic interventions.	The LEA will provide 1.74 FTE assigned to the assist primarily unduplicated students on interventions in ELA and Math. This is an increased service because this instruction does not replace, but supplements the core instruction of these students. The teachers also serve as an additional non academic support for these students.	% meeting standard on CAASPP ELA
01.03	An analysis of metric data shows that English Learner performance on Metric 4. D: % of English Learner Progress (CA Dashboard, Status) went from 51.8% (22 -23) to 58.7% (23-24). To improve performance the educational partners believe the LEA needs Increased performance on ELPAC and growth towards english proficiency.	This additional PD for ELD will provide improved instruction for ELs.	% of English Learner Progress (CA Dashboard, Status)

01.09	An analysis of metric data shows that unduplicated students performance on 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 85.5% (23-24) to 86.9% (24 -25). To improve performance the educational partners believe the LEA needs Additional support for unduplicated students during the regular classroom instruction.	The increased one on one support that these positions provide will be directed toward unduplicated students in assisting them in closing any achievement gap they may have. MPC expects this action to increase the Math CAASPP performance of unduplicated students.	% of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents)
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

LCAP Year 25-26	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants(Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$5,641,751.00	\$478,819.00	8.49%	0.00%	8.49%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,676,993.00	\$11,880.00	\$0.00	\$106,012.00	\$1,794,885.00	\$1,335,225.00	\$459,660.00

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplica ted Students Group (s)	Location	Time Span	Total Personnel	Total Non- Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	01	Student Achievement Data Monitoring	All	No	LEA-wide	All	All Schools	ongoing	\$0	\$0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
01	02	ELD Instruction Time	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$297,000	\$0	\$297,000.00	\$0.00	\$0.00	\$0.00	\$297,000.00	0.0%
01	03	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$9,504	\$0	\$9,504.00	\$0.00	\$0.00	\$0.00	\$9,504.00	0.0%

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplica- ted Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	04	Common Benchmark Assessments	Students with Disabilities	No	LEA-wide	Students with Disabilities	All Schools	ongoing	\$0	\$30,000	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	0.0%
01	05	Instructional and TIPS coaching	All	No	LEA-wide	All	All Schools	ongoing	\$125,280	\$0	\$64,800.00	\$11,880.00	\$0.00	\$48,600.00	\$125,280.00	0.0%
01	06	Vertical Articulation	All	No	LEA-wide	All	All Schools	ongoing	\$135,788	\$0	\$135,788.00	\$0.00	\$0.00	\$0.00	\$135,788.00	0.0%
01	07	Essential Enrichment Learning Programming	All	No	LEA-wide	All	All Schools	ongoing	\$0	\$373,460	\$373,460.00	\$0.00	\$0.00	\$0.00	\$373,460.00	0.0%
01	08	PLC Time	All	Yes	LEA-wide	All	All Schools	ongoing	\$185,433	\$0	\$185,433.00	\$0.00	\$0.00	\$0.00	\$185,433.00	0.0%

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplica ted Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	09	TK-K Instructional Assistants	English Learners Foster Youth Low Income	Yes	Limited to Unduplica ted Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoi ng	\$97,200	\$0	\$97,200.00	\$0.00	\$0.00	\$0.00	\$97,200.00	0.0%
02	01	Chronic Absenteeism response	All	No	LEA-wide	All	All Schools	ongoi ng	\$0	\$0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
02	02	MTSS (Social Emotional)	All	No	LEA-wide	All	All Schools	ongoi ng	\$332,812	\$0	\$275,400.00	\$0.00	\$0.00	\$57,412.00	\$332,812.00	0.0%
02	03	MTSS (Behavioral)	All	No	LEA-wide	All	All Schools	ongoi ng	\$0	\$10,000	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0.0%
02	04	PD Plan	All	No	LEA-wide	All	All Schools	ongoi ng	\$0	\$0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0%

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplica- ted Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
02	05	PE Teacher for PLC Time	All	No	LEA-wide	All	All Schools	ongoi ng	\$130,000	\$0	\$130,000.00	\$0.00	\$0.00	\$0.00	\$130,000.00	0.0%
02	06	School-wide Behavioral Guidelines	All	No	LEA-wide	All	All Schools	ongoi ng	\$0	\$25,000	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	0.0%
02	07	Staff Wellness Program	All	No	LEA-wide	All	All Schools	ongoi ng	\$0	\$10,000	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0.0%
03	01	Parent Home/School Communication	All	No	LEA-wide	All	All Schools	ongoi ng	\$0	\$2,700	\$2,700.00	\$0.00	\$0.00	\$0.00	\$2,700.00	0.0%
03	02	Office Staff Training	All	No	LEA-wide	All	All Schools	ongoi ng	\$13,500	\$6,500	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	0.0%

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplica- ted Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
03	03	Outreach to EL, LI, and FY military families	All	No	LEA-wide	All	All Schools	ongoi ng	\$8,708	\$0	\$8,708.00	\$0.00	\$0.00	\$0.00	\$8,708.00	0.0%
03	04	Expansion to a Grade 7 and 8 instructional model	All	No	LEA-wide	All	All Schools	ongoi ng	\$0	\$0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
03	05	Purple Star Application	All	No	LEA-wide	All	All Schools	ongoi ng	\$0	\$2,000	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0.0%

2025-26 Contributing Actions Table

Attachment J

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,641,751	\$478,819	8.49%	0.00%	8.49%	\$589,137	0.00%	10.44%	Total:	\$589,137
								LEA-wide Total:	\$185,433
								Limited Total:	\$403,704
								Schoolwide Total:	\$0

Goal	Action	Action Title	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned % of Improved Services
01	02	ELD Instruction Time	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$297,000.00	0.0%
01	03	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$9,504.00	0.0%
01	08	PLC Time	Yes	LEA-wide	All	All Schools	\$185,433.00	0.0%
01	09	TK-K Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$97,200.00	0.0%

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$1,678,451.00	\$1,793,294.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
01	01	Student Achievement Data Monitoring	No	\$0.00	\$0.00
01	02	ELD Instruction Time	Yes	\$191,400.00	\$275,000.00
01	03	ELD Professional Development	Yes	\$17,600.00	\$0.00
01	04	Common Benchmark Assessments	No	\$30,000.00	\$29,100.00
01	05	Instructional and TIPS coaching	No	\$156,000.00	\$156,850.00
01	06	Vertical Articulation	No	\$125,730.00	\$128,710.00
01	07	Essential Enrichment Learning Programming	No	\$373,460.00	\$381,320.00
01	08	PLC Time	Yes	\$171,697.00	\$175,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
01	09	TK-K Instructional Assistants	Yes	\$90,000.00	\$90,100.00
02	01	Chronic Absenteeism response	No	\$0.00	\$0.00
02	02	MTSS (Social Emotional)	No	\$315,000.00	\$332,500.00
02	03	MTSS (Behavioral)	No	\$10,000.00	\$10,400.00
02	04	PD Plan	No	\$0.00	\$20,000.00
02	05	PE Teacher for PLC Time	No	\$130,000.00	\$127,050.00
02	06	School-wide Behavioral Guidelines	No	\$25,000.00	\$24,500.00
02	07	Staff Wellness Program	No	\$10,000.00	\$10,600.00
03	01	Parent Home/School Communication	No	\$2,500.00	\$2,500.00
03	02	Office Staff Training	No	\$20,000.00	\$19,600.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
03	03	Outreach to EL, LI, and FY military families	Yes	\$8,064.00	\$8,064.00
03	04	Expansion to a Grade 7 and 8 instructional model	No	\$0.00	\$0.00
03	05	Purple Star Application	No	\$2,000.00	\$2,000.00

2024-25 Contributing Actions Annual Update Table

Attachment J

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$472,025.00	\$478,761	\$548,164	-\$69,403	0.00%	0.00%	0.00%

Goal	Action	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Action (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input %)
01	02	ELD Instruction Time	Yes	\$191,400	\$275,000	0.0%	0.0%
01	03	ELD Professional Development	Yes	\$17,600	\$0	0.0%	0.0%
01	08	PLC Time	Yes	\$171,697	\$175,000	0.0%	0.0%
01	09	TK-K Instructional Assistants	Yes	\$90,000	\$90,100	0.0%	0.0%
03	03	Outreach to EL, LI, and FY military families	Yes	\$8,064	\$8,064	0.0%	0.0%

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	LCFF Carryover - Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9 plus 8)	12. LCFF Carryover - Dollar Amount (Subtract 11 from 10 and multiply 9)	13. LCFF Carryover Percentage (12 divided by 9)
\$5,033,960	\$472,025	0.00%	9.38%	\$548,164	0.00%	10.89%	\$0	0.00%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
Attachment J
- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been 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.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: EC sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: EC Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP. Attachment J

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. Attachment J
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable. Attachment J

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Attachment J

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. Attachment J

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Attachment J

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

Attachment J

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

Attachment J

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Attachment J

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Priority 1: ☐

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

0%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

0%

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

64

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities. (1500 character limit)

Priority 2: ☒ 90% 93% 81.7% 95.0%

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. (3000 character limit) 1478

The LEA uses an internally developed self assessment tool to measure the implementation of the CA State Academic Standards (CASS). The survey is taken by each teacher in a facilitated focus group environment. This setting allows the teachers to ask clarifying questions of the facilitator and each other. The self assessment tool asks questions about the number of students taught, how many have the most current CASS aligned curriculum, and what percentage of instruction in the various content areas is rigorously aligned to the most recently adopted CASS.

The LEA chose this particular tool because it focuses on the implementation of standards in the instructional process and gives the district one number to simply and effectively measure annual progress. In addition this tool was developed before the CDE's self-reflection tools and thus provides annual growth going back three academic years.

The 2023-24 and 2024-25 average response to the question, "Of the daily instruction your students receive from you, what percentage is rigorously aligned to the current CASS in your content area." was respectively, 90% and 81.7%. The 2023-24 and 2024-25 average response to the same question, but for ELD instruction only was 93% and 95.0%, respectively.

The 2022-23 data for implementation data was entered as N/A because the LEA began using a new survey tool in the 2023-24 school year to measure this outcome. The 2023-24 school year data will be the new baseline.

	Survey	Houses	Index	Input	Participation	Goal #	Goal
Priority 3: <input checked="" type="checkbox"/>	6	343	85.3	89.7	81.3	02	Create a safe, welcoming, and inclusive

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

- The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
- The key findings from the survey related to promoting parental participation in programs; and
- Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan. (3000 character limit)

1196

The parent survey was administered to a random sample of parents in all grades served by the LEA during the spring of 2025. The sample included 6 responses in an LEA with an estimated family count of 343 for a response rate of 1.7%.

The key findings of the survey were:

1. Parent Input: 89.7 of parents agreed with the statement that, The school or district actively seeks the input of parents before making important decisions.
2. Parent Participation: 81.3 agreed with the survey statements suggesting that, the district provides multiple forms of support to parents.

The LEA chose this parent survey tool because it is based on research by Michael Krist SBE President on what effective districts do to involve parents. It has also been used by the district for 4 years of LCAP, so there is longitudinal data to compare growth.

The survey assists the LEA in measuring the outcomes of goal 02 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.

Priority 3 CDE Self Reflection Tool:
Section 1

1 2 3 4 5

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families

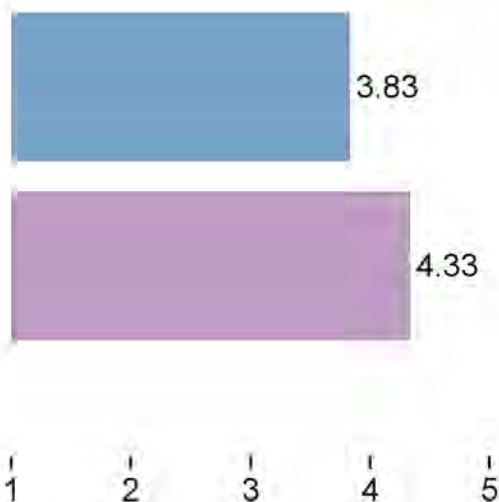


2. Rate the LEA's progress in creating welcoming environments for all families in the community.



3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.



The following are practices that educational partners have said are the LEA's current strengths and focus areas in Building Relationships Between School Staff and Families. Following these is a list of actions that educational partners say are needed to build better relationships between school staff and underrepresented families.

Current Strengths:

- Communicating with families via ParentSquare
- Providing families with a calendar of events
- Providing all written communication in both English and Spanish
- Holding parent conferences and SST meetings
- Inviting parents to attend and participate in school functions
- Providing more opportunities for parents to be on campus

Current Focus Area:

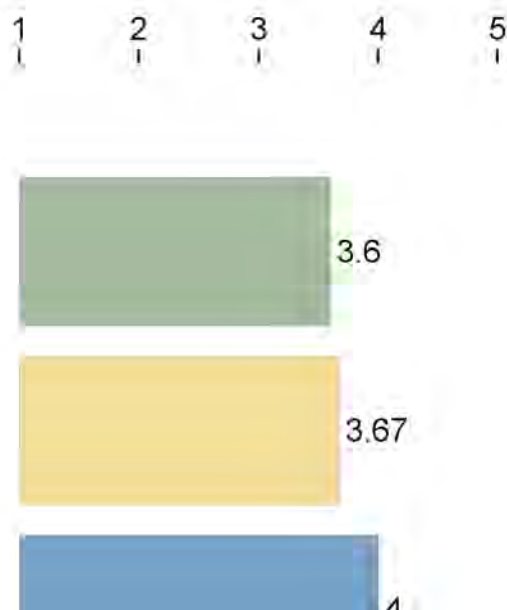
- Communicating with families via social media
- Sending updates of classroom occurrences
- Communicating updates on behavior and grades
- Providing frequent positive communication

Priority 3 CDE Self Reflection Tool:
Section 2

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

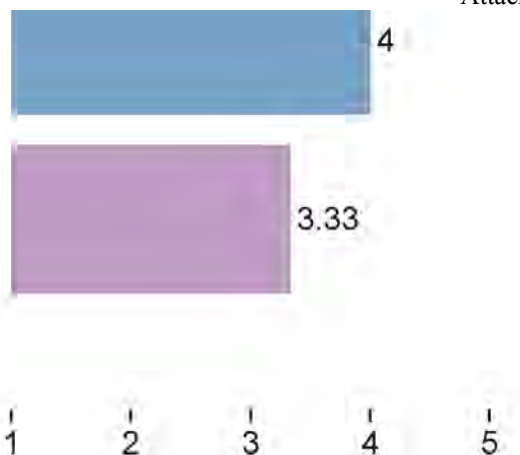
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and



students to discuss student progress and ways to work together to support improved student outcomes.

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.



The following are practices that educational partners have said are the LEA's current strengths and focus areas in Building Partnerships for Student Outcomes. Following these is a list of actions that educational partners say are needed to build better partnerships for student outcomes with underrepresented families.

Current Strengths:

- Communicating with families via ParentSquare
- Providing families with a calendar of events
- Setting up open lines of communication with all stakeholders
- Being present and positive at drop off and pick up
- Hiring, training, and retaining staff with the best interests of students and families
- Providing professional development for all staff

Current Focus Area:

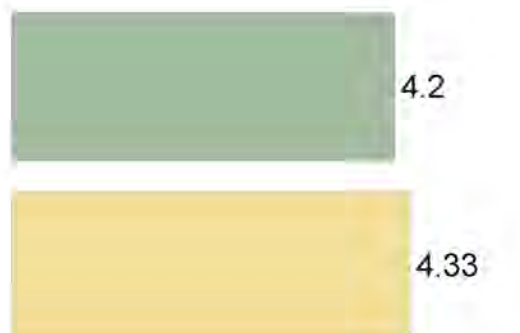
- Communicating with families via social media
- Sending updates of classroom occurrences
- Communicating updates on behavior and grades
- Hosting family night activities
- Working regularly with community partnership programs and organizations
- Creating an anti-bullying environment

Priority 3 CDE Self Reflection Tool: **Section 3**



9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

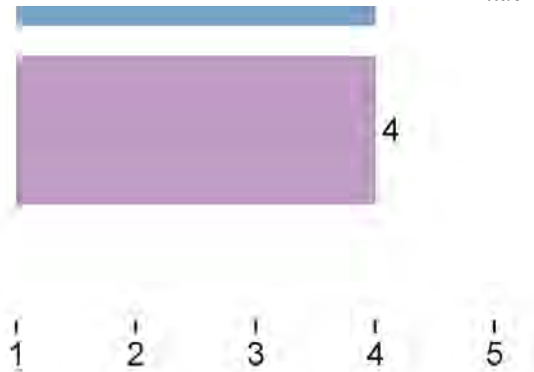


11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school



community.

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.



The following are practices that educational partners have said are the LEA's current strengths and focus areas in Seeking Input for Decision Making. Following these is a list of actions that educational partners say are needed to better seek input for decision making from underrepresented families.

Current Strengths:

- Holding parent conferences and SST meetings
- Holding regular School Site Council Meetings

Current Focus Area:

- Ensuring underrepresented families are present at DELAC, SSC and other committee meetings
- Working regularly with community partnership programs and organizations
- Utilizing the community liaison to reach out to underrepresented families
- Continuing to serve underrepresented populations through the adult education program

Needed Action:

- Providing workshops for parents on School Site Council purpose and rules
- Providing workshops for parents on ELAC and DELAC purpose and rules

Priority 6: ☒

Local educational agencies will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12). Specifically, local educational agencies will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.

(3000 character limit) 576

The *ESE Student Climate Survey* was administered to grades 5-6 by the LEA during the spring of 2024.

Two questions that were of particular import to the LEA in evaluating priority 6 were:

1. The questions relating to school connectedness. These questions differ slightly at each grade level, but they measure students' sense of connectedness to the school. 59.1% of students say they feel connected with their school.

2. The questions relating to school safety. These questions measure whether students feel safe at school. 85.6% of students say they feel safe at school.

Score**Priority 7:** ☒ 100%

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

(3000 character limit) 530

The school developed a self evaluation tool to determine the percentage of students (including unduplicated and exceptional needs students) that have access to each required course of study. This percentage is evaluated at each grade level and for each required course of study per Ed Code EC 51210 and 51220. These percentages are then aggregated to give the district a percentage score on the access that students have to the broad course of study. The self evaluation tool for the 2024-25 school year gave a score of 100%.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (3000 character limit) 418

The self evaluation tool for the 2024-25 school year gave a score of 100%. There is only one site per grade range; therefore, there are no access differences across sites. It was the determination of the district while using the self evaluation tool, that both the unduplicated sub group and the students with exceptional needs sub group had the same access to the broad range of study that the general population had.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

(3000 character limit) 275

One large barrier to providing a broad course of study to all students is the limited number of teachers within the district. With only 23.00 teachers for grades TK-6 it is a challenge to provide adequate access in areas like foreign language and applied and performing arts.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (3000 character limit) 227

The LEA will continue to ensure a broad course of study for all TK - 6 students while doing the work to ensure that systems are built to ensure that future 7th and 8th grade students will have access to a broad course of study.

Manzanita Public Charter School

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(805)735-5600
joanne.johnson@manzanitacharters
chool.com

PURCHASE ORDER**PO#-1238****Vendor Information****Amplify Education Inc.**

55 Washington Street, STE 800
Brooklyn, NY 11201
Phone - / Fax -

Shipping Information

991 Mountain View Blvd Vandenberg
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Lompoc, CA 93437
(805)735-5600
joanne.johnson@manzanitacharters
chool.com

Date		Require Date		Prepared By		Workflow	Status	Description		
05/30/2025		06/09/2025		joanne johnson		MPCS	Accounting Documents	Amplify Math		
Qty	Unit Type	Qty Rec'd	Received Date	Account Information		Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Amplify Desmos Math G6 teacher blended package - 1yr	515.00	0.000	515.00
55	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Amplify Desmos Math G6 Student Blended Package- 1yr	39.00	0.000	2,145.00
1	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Amplify Desmos Math Beta Accelerated G6 Teacher Blended Package- 1yr	500.00	0.000	500.00
25	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Amplify Desmos Math Beta Accelerated G6 Student Blended Package- 1yr	39.00	0.000	975.00
1	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Amplify Desmos Math G7 Teacher blended package - 1Yr	515.00	0.000	515.00
55	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Amplify Desmos Math G7 student blended package - 1Yr	39.00	0.000	2,145.00
1	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Amplify Desmos Math Beta Accelerated G7 Teacher Blended Package- 1yr	500.00	0.000	500.00
25	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Amplify Desmos Math Beta Accelerated G7 Student Blended Package- 1yr	39.00	0.000	975.00
1	EA	0		4100 62 0000 0 1110 1000 991 0000		N/A	Shipping	676.80	0.000	676.80



Control No. 13179

Friday, May 30, 2025

Page 1 of 2

Qty	Unit Type	Qty Rec'd	Received Date	Account Information	Item Number	Item Description	Unit Price	Tax %	Total
1	EA	0		4100 62 0000 0 1110 1000 991 0000	N/A	tax	422.90	0.000	422.90

Approval Information

joanne johnson	Purchasing - Approved	05/30/2025 2:33 PM
	9,369.70	
Kat Franson	1st Approval -	05/30/2025 2:23 PM
	Approved 9,369.70	
joanne johnson	Requester - Submitted	05/30/2025 2:03 PM
	9,369.70	

TOTAL	\$9,369.70
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This Purchase Order Authorizes the purchase of the items or services in the quantities and the amounts specified above by the purchaser identified above on the presentation of proper identification at time of purchase.

The Purchase Order # number must appear on billing invoices and packages and billing of the purchase must be submitted to the address shown above.

Organization Name is exempt from payment of Sate sales tax under Exemption # xxxxxxxxxxxxx



Control No. 13179



Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #: Q-518848-2
Date: 5/7/2025
Expires On: 7/31/2025
Delivery Service Level: Standard

Customer Contact Information

Jenny Klinedinst
Manzanita Public Charter Sch
8057345600
jenny.klinedinst@manzanitacharterschool.com

Amplify Contact Information

Demitri Gonos
Senior Account Executive
(559) 355-3244
dgonos@amplify.com

1 Year Quote

D8 K-2

PRODUCT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
mCLASS California Grades K-2 1yr DIBELS 8th Ed Annual Student License - 1yr (2025-2026)	185.00	\$9.00	\$1,665.00	\$0.00
TOTAL			\$1,665.00	\$0.00

D8 3-6

PRODUCT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
mCLASS California Grades 3-6 1yr DIBELS 8th Ed Annual Student License - 1yr (2025-2026)	85.00	\$9.00	\$0.00	\$765.00
TOTAL			\$0.00	\$765.00

D8 Kits

PRODUCT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
mCLASS DIBELS 8th Edition Kit - Kindergarten	1.00	\$47.00	\$0.00	\$47.00
mCLASS DIBELS 8th Edition Kit - Grade 1	1.00	\$47.00	\$0.00	\$47.00
mCLASS DIBELS 8th Edition Kit - Grade 2	1.00	\$47.00	\$0.00	\$47.00
mCLASS DIBELS 8th Edition Kit - Grade 3	1.00	\$47.00	\$0.00	\$47.00
mCLASS DIBELS 8th Edition Kit - Grade 4	1.00	\$47.00	\$0.00	\$47.00
mCLASS DIBELS 8th Edition Kit - Grade 5	1.00	\$47.00	\$0.00	\$47.00
TOTAL			\$0.00	\$282.00

Professional Development

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
CA Small Dist mCLASS DIBELS 8th Ed Year 1 Virtual 12	1.00	\$3,000.00	\$0.00	\$3,000.00
TOTAL		\$3,000.00	\$0.00	\$3,000.00

Shipping

SHIPPING AND HANDLING	DELIVERY SERVICE LEVEL	SHIPPING COST	TOTAL DISCOUNT	TOTAL PRICE
Amplify Shipping and Handling	Standard	\$33.84	\$0.00	\$33.84

SUBTOTAL	\$4,080.84
ESTIMATED SALES TAX (10%)	\$28.20
TOTAL DISCOUNT	\$1,665.00
GRAND TOTAL	\$4,109.04

Scope and Duration**Payment Terms:**

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- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

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- Licenses: 07/01/2025 until 06/30/2026.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

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 - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
 - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Quote Special Terms

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5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's [Privacy Policy](https://www.amplify.com/customer-privacy) at [amplify.com/customer-privacy](https://www.amplify.com/customer-privacy) ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the [Privacy Policy](https://www.amplify.com/customer-privacy) available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at [amplify.com/privacy-security](https://www.amplify.com/privacy-security) aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at [amplify.com/customer-requirements](https://www.amplify.com/customer-requirements).

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. **Term/Termination.** This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. **Miscellaneous.** This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word “including” means “including without limitation.” This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information



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Board Agenda June 18, 2025

ITEM TITLE: Instructional Continuity Plan (ICP)

BACKGROUND:

Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB 153) adds a provision to California Education Code (EC) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA'S Comprehensive School Safety Plan by July 1, 2025. A locally-adopted CSSP must include an ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27. These requirements apply to school districts, county offices of education, and charter schools.

The ICP plan includes a new safety protocol regarding how Manzanita will engage with its scholars and their families following any emergency which would make the school campus inhabitable for educational purposes. The protocol must be designed to include the following:

- Establish two-way communication with scholars and their families
- Identify and provide support for student 's social emotional, mental health, and academic needs.
- Provide access to in-person OR remote instruction as soon as practicable but no more than 10 instructional days following the emergency.
- Plans for remote instruction must align to independent study instructional modalities
- A plan to access instructional materials and resources

RECOMMENDATION: ICP plan approval

RESOURCE PERSON: Suzanne Nicastro

FISCAL IMPACT: None

FUNDING SOURCE: N/A



"A Gold Ribbon School"

Attachment L

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Manzanita Public Charter School – Instructional Continuity Plan

Overview

Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB153) adds a provision to California Education Code (EC) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all Scholars can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA's Comprehensive School **Safety** Plan (CSSP).

1) Introduction:

- **Purpose:**
The purpose of the Instructional Continuity Plan (ICP) is to ensure the continuation of high-quality instruction during emergencies, closures, or other disruptions. The ICP will guide teachers, administrators, and support staff in maintaining academic progress for all scholars regardless of circumstances.
- **Scope:**
This plan addresses the processes for continuing instruction through remote learning, hybrid models, or other temporary instructional settings.
- **Initial Point of Contact:**
Manzanita Public Charter School:
Kat Franson- Principal
805-734-5600

2) Key Goals

- Maintain educational equity for all scholars.
- Provide scholars with access to instructional content and resources.
- Ensure that all stakeholders are kept informed and supported.
- Maintain social-emotional support for scholars, staff, and families.
- Equip teachers with the tools and strategies to teach effectively in remote or hybrid formats.

3) Communication Strategy

- **Internal Communication (Staff and Administration):**
 - Email, phone calls, Parent Square, and video conferencing (Zoom, Google Meet, Microsoft Teams) for faculty and staff communication.
 - Weekly (or more frequent if needed) virtual staff meetings to discuss updates, challenges, and best practices.
 - Use a shared online platform (Zoom, Google Meet, Microsoft Teams) to share resources and updates.

- **External Communication (Scholars and Families):**

- **ParentSquare:** Use ParentSquare as the primary communication tool for sending school-wide messages, emergency alerts, and updates directly to parents. This platform supports email, text messages, and app notifications, ensuring that families receive timely and clear communication, even in the case of last-minute updates.
- **Email & Phone Messaging:** Automated phone messaging and email communications will also be used to complement ParentSquare messages.
- **School Website:** Regularly update the school's website with important announcements, resources, and instructional materials.
- **Social Media:** Update families on non-urgent matters via the school's social media channels (Facebook, etc...).

4) Access to Technology

- **Device Distribution:**

- Survey families to determine if they need access to devices (e.g., Chromebooks or tablets) to support remote learning.
- Distribute Chromebooks or other devices to scholars who do not have them, ensuring that each student has access to the tools necessary for remote learning.

- **Hotspot Distribution:**

- Identify scholars and families in need of internet connectivity.
- Provide Wi-Fi hotspots to families without reliable internet access to ensure all scholars can participate in online learning.
- Maintain a record of hotspot assignments and ensure timely distribution and troubleshooting support for families experiencing connectivity issues.

- **Technical Support:**

- Establish a tech support system for families to contact when they have issues with devices or internet connectivity. This could include a hotline, email support, and virtual office hours for troubleshooting.
- Work with local community organizations or internet service providers to provide additional resources, if necessary, to ensure every student can access the content they need for learning.

5) Instructional Continuity Procedures

- **Remote Learning Guidelines:**

- **Platform Choice:** Utilize Google Classroom, Zoom, and other MPCS-approved platforms for virtual instruction.
- **Classroom Setup:** Teachers will ensure that learning materials are available in digital formats (videos, PDFs, slides, etc.) and that all scholars can access them.
- **Modified Instructional Schedule:** In the event of a remote learning transition, your child's teacher will provide a modified instructional schedule through Google Classroom or ParentSquare. This schedule will outline daily lessons, live sessions, and independent learning activities. It will be accessible to both scholars and parents, allowing for an organized and structured approach to remote learning.
- **Instructional Schedule:** Create a daily or weekly schedule that includes live sessions and asynchronous activities to ensure balanced learning.
- **Office Hours:** Teachers will maintain virtual office hours through Zoom or another platform for additional support during designated times.

- **Special Education Considerations:**

- Provide virtual IEP meetings and ensure scholars with special needs receive support tailored to their individual learning plans.
- Ensure that accommodations are made available to the greatest extent possible during remote learning.

- **Assessment and Evaluation:**

- Utilize formative assessments (quizzes, discussions, online surveys) to gauge student progress.
- Use Google Classroom for submitting assignments and receiving feedback.
- Ensure scholars have opportunities for self-paced learning with regular check-ins.

6) **Training and Support**

- **Professional Development for Staff:**

- Offer training on remote teaching best practices, using technology tools, and adapting instruction for online environments.
- Provide workshops on social-emotional learning (SEL) strategies to support scholars' mental health during periods of disruption.

- **Student and Family Support:**

- Organize webinars for parents on how to support their children during remote learning.
- Offer tutorials on how to navigate learning platforms.
- Develop a technical support hotline for families with issues accessing digital content.

7) **Continuity of Operations**

- **Backup :**

- Prepare for the continuity of school operations in the event of staff absences by cross-training personnel and establishing a list of substitute teachers who are familiar with online instruction.
- A contingency plan for unforeseen technical difficulties, including alternative methods for delivering lessons in the event of platform outages will be in place in which academic consumables will be distributed to scholars and families.

- **Essential Services:**

- **Meal Distribution:** Work with Lompoc Unified School District to continue food distribution services (e.g., meal pickups or delivery) for eligible scholars to ensure they have access to nutritious meals during extended absences from school.
- **Social-Emotional Learning (SEL) Support:**
 - (1) **Counseling Services:** Provide virtual counseling sessions for scholars in need of social-emotional support. Counselor and School Psychologist should be accessible via phone, video conferencing (e.g., Zoom, Google Meet), or email to support scholars experiencing anxiety, stress, or other emotional challenges during remote learning.
 - (2) **SEL Programs:** Integrate SEL activities and lessons into the daily schedule to support scholars' emotional well-being.
 - (3) **Virtual SEL Groups:** Facilitate virtual small group sessions for scholars to discuss feelings, build peer relationships, and receive emotional support. Group activities can also include mindfulness exercises, stress-relief techniques, and SEL-focused discussions.

- Attachment L
- (4) **Parental Support for SEL:** Provide resources and guidance for parents to help them support their children's emotional health at home. This might include SEL webinars for parents, weekly SEL tips, or downloadable resources.
 - (5) **Staff Training on SEL:** Offer professional development to staff on recognizing signs of emotional distress in scholars and how to implement effective SEL strategies in virtual learning environments. Teachers should receive guidance on maintaining a supportive classroom culture, even in a remote setting.
 - (6) **Peer Support Systems:** Establish virtual peer mentoring or buddy systems to encourage scholars to support one another. This can also help foster a sense of community and connection, even when scholars are learning remotely.

- **Access to Community Resources:**

- Provide a list of local mental health resources, community centers, and helplines that scholars and families can access for additional support during challenging times. (See Appendix)
 - Collaborate with local organizations to ensure that families in need have access to mental health services and social services.

8) Communication of In-Person Instruction Resumption

- **Continuous Updates on In-Person Instruction:**

MPCS is committed to keeping families informed about the status of in-person instruction. As health guidelines and local conditions evolve, Manzanita will continually communicate updates regarding when in-person instruction will resume. These updates will be shared via **ParentSquare**, the school's website, and other communication platforms.

- **Timely Notifications:** Families will receive timely notifications via ParentSquare and email about any changes to the instructional model, including when scholars will transition back to in-person learning.
- **Clear Expectations:** MPCS will provide clear guidance on what families and scholars can expect regarding health and safety measures, scheduling, and any new protocols to ensure a smooth return to in-person instruction.
- **Regular Communication:** Updates will be sent regularly as new information becomes available. Additionally, any major changes will be communicated immediately to ensure families have adequate time to prepare for the return of in-person classes.

9) Evaluating and Adjusting the Plan

- **Feedback and Adjustments:**

- Implement surveys to collect feedback from scholars, parents, and staff about the effectiveness of the plan.
 - Schedule regular check-ins via Zoom meetings with key stakeholders to discuss what is working and what may need adjustment.
 - Review student engagement and performance data to identify areas needing improvement and modify instruction as necessary.

10) Conclusion

The Instructional Continuity Plan at Manzanita Public Charter School ensures that education continues uninterrupted, no matter the circumstances. With clear communication, accessible resources, and flexible instructional strategies, we aim to support the academic and emotional well-being of every student during periods of disruption.

1. Websites for Scholars:

- Khan Academy (<https://www.khanacademy.org>)
Offers free, high-quality lessons in subjects like math, science, history, and more. Includes instructional videos and exercises.
- PBS LearningMedia (<https://www.pbslearningmedia.org>)
Provides a wide range of educational content for K-12 Scholars across various subjects, including videos, lesson plans, and interactive activities.
- Edutopia (<https://www.edutopia.org>)
Features resources on educational practices, including innovative learning strategies, project-based learning, and social-emotional learning (SEL).
- Duolingo (<https://www.duolingo.com>)
A fun and interactive language learning app that helps Scholars practice a wide variety of languages.
- Scholastic Learn at Home (<https://www.scholastic.com/learnathome>)
Free resources and activities for grades PreK-9, including reading, writing, and math resources designed to complement school learning.
- BrainPOP (<https://www.brainpop.com>)
Engaging educational videos on a variety of subjects, including science, math, social studies, and English language arts.
- Starfall (<https://www.starfall.com>)
Great for younger Scholars (PreK-3rd grade), Starfall offers a wide range of free activities focusing on reading, writing, and math.

2. Apps for Scholars (Available on iOS and Android):

- Quizlet (<https://quizlet.com>)
Helps Scholars learn through flashcards and other study tools. It's particularly useful for reviewing vocabulary, math formulas, and other key concepts.
- Seesaw (<https://web.seesaw.me>)
A platform where Scholars can create, share, and reflect on their learning. It allows for multimedia engagement and collaboration.
- Epic! (<https://www.getepic.com>)
A huge library of free audiobooks, eBooks, and educational videos for children aged 12 and under.
- Tinkercad (<https://www.tinkercad.com>)
A free, online 3D design and modeling tool that's great for Scholars interested in engineering, design, and creating prototypes.

- Padlet (<https://padlet.com>)
An interactive platform where Scholars can collaborate and share resources. Great for group projects, brainstorming, and creating digital portfolios.

3. Websites for Parents:

- Common Sense Media (<https://www.commonsensemedia.org>)
Provides reviews of apps, websites, and games, with a focus on how they support educational outcomes and appropriate screen time for kids.
- Family Education (<https://www.familyeducation.com>)
Offers free resources on a variety of topics, including parenting, learning activities, and student wellness.
- Understood (<https://www.understood.org>)
A great resource for parents of Scholars with learning differences. Offers tips, tools, and support for supporting diverse learners.
- National Parent Teacher Association (PTA) (<https://www.pta.org>)
A place for parents to find helpful resources and guides on how to support their children's education and overall well-being.
- Parent Toolkit (<https://www.parenttoolkit.com>)
Provides resources that help parents guide their children through academic and emotional milestones, from early education through high school.

4. Additional Learning Resources:

- NASA for Students (<https://www.nasa.gov/educational-resources>)
Offers a wide range of free, interactive STEM resources, including videos, activities, and virtual tours related to space exploration.
- Cool Math Games (<https://www.coolmathgames.com>)
A website with fun, interactive games that teach concepts in math, logic, and strategy.
- Code.org (<https://www.code.org>)
A resource for teaching kids of all ages how to code. Offers free lessons on basic programming and computer science concepts.
- CK-12 Foundation (<https://www.ck12.org>)
Offers free math and science textbooks and activities, as well as interactive content like simulations and quizzes.
- NASA's Space Place (<https://spaceplace.nasa.gov>)
Fun, engaging space-related activities for younger Scholars.

1. Santa Barbara County Behavioral Wellness

- 24/7 Access Line: 1-888-868-1649
Provides immediate access to mental health services, crisis support, and referrals.
Available 24 hours a day, 7 days a week.
- Website: <https://www.countyofsb.org/behavioral-wellness>
- Services Offered:
 - Crisis intervention
 - Mental health assessments
 - Therapy and counseling
 - Referrals to local community providers

2. The Mental Wellness Center

- Phone: (805) 884-8440
- Website: <https://mentalwellnesscenter.org>
- Services Offered:
 - Individual and group counseling
 - Peer support services
 - Education on mental health and wellness
 - Programs specifically designed for children, adolescents, and families

3. Transition House (Homeless Support and Mental Health)

- Phone: (805) 966-9668
- Website: <https://transitionhousesb.org>
- Services Offered:
 - Emergency shelter services for families
 - Mental health counseling and case management
 - Supportive services for families experiencing homelessness

4. Mental Health Services - Santa Maria

- Phone: (805) 346-1500
- Website: <https://www.countyofsb.org/behavioral-wellness>
- Services Offered:
 - Inpatient and outpatient therapy
 - Individual counseling and crisis services
 - Support for adolescents and families
 - Psychiatric services for children and adults

5. The Center for Family Strengthening

- Phone: (805) 922-2247
- Website: <https://www.centerffs.org>
- Services Offered:
 - Family counseling and therapy
 - Support for at-risk families
 - Parent education and resources
 - Assistance with navigating mental health services for children

6. The Children's Mental Health Program (Santa Barbara)

- Phone: (805) 884-8000
- Website: <https://www.sbch.org/services/mental-health>
- Services Offered:
 - Comprehensive mental health services for children and adolescents
 - Individual, family, and group therapy
 - Crisis intervention and support
 - Specialized care for trauma and behavioral disorders

7. National Suicide Prevention Lifeline

- Phone: 1-800-273-8255 (1-800-273-TALK)
- Website: <https://suicidepreventionlifeline.org>
- Services Offered:
 - 24/7 confidential support for individuals in crisis
 - Counseling and support for individuals experiencing suicidal thoughts.
 - Immediate crisis intervention

8. Crisis Text Line

- Text: Text HOME to 741741
- Website: <https://www.crisistextline.org>
- Services Offered:
 - 24/7 texting-based support for individuals in crisis
 - Anonymous mental health support for stress, anxiety, depression, and other mental health concerns.
 - Quick access to mental health professionals

9. NAMI Santa Barbara (National Alliance on Mental Illness)

- Phone: (805) 884-8440
- Website: <https://www.namisantabarbara.org>
- Services Offered:
 - Support groups for individuals living with mental illness and their families
 - Mental health education and advocacy
 - Community outreach and resources

10. Santa Barbara County 211 (Crisis Helpline)

- Phone: 2-1-1 (available 24/7)
- Website: <https://www.211sb.org>
- Services Offered:
 - Free and confidential information and referral services
 - Crisis intervention and mental health resources
 - Connection to local community resources, including mental health services



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Board Agenda June 18, 202

ITEM TITLE: \$10K donation to benefit Manzanita's new school library

BACKGROUND

A representative from the Vandenberg Spouses' Club reached out to the MPCS Superintendent expressing a desire for the Club to make a donation to a non-profit organization. The VSC is disbanding its membership and was seeking a community partner with shared values through which they could donate their remaining funds.

California learning education agencies (LEA's) are permitted to accept voluntary donations of funds and property according to California Education Code. The outlined parameters are as follows:

- All donations must be freely given and not tied to participation in a program or activity
- Any statements or actions that could create pressure for students or families to donate should be avoided
- Schools can engage in fundraising activities but participation in fundraising should also be voluntary
- Donations should not negatively impact equal educational opportunities for all students
- LEA's can accept donations of funds, property, equipment, supplies, and other goods.

RECOMMENDATION: Allocate \$10K for school library

RESOURCE PERSON: Suzanne Nicastro



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Board Agenda June 18, 2025

ITEM TITLE: Reading Difficulties Risk Screener

BACKGROUND:

Senate Bill 114, the "California Dyslexia Screening Law," mandates that all California local education agencies (LEAs) screen students in kindergarten through 2nd grade for reading difficulties, including dyslexia, starting in the 2025-26 school year. This screening is designed to identify students at risk early so they can receive timely intervention.

Here's a more detailed look:

- **Mandate**
Senate Bill 114 requires LEAs to adopt a screening instrument from a state-approved list to assess students for reading difficulties.
- **Timing**
LEAs must adopt a screener by June 30, 2025, and begin screening students in kindergarten through 2nd grade in the 2025-26 school year.
- **Parent Notification**
LEA's are required to notify parents or guardians of the results of the screening.
- **Intervention**
If a student is identified as being at risk for reading difficulties, LEA's must provide supports and interventions.

Resource Person: Jenny Klinedinst

Recommendation: Approval

Fiscal Impact: \$5-10K