



991 Mountain View Blvd,  
Vandenberg AFB, CA 93437  
(805) 734-5600 ~ FAX (805) 734-3572  
[www.manzanitacharterschool.com](http://www.manzanitacharterschool.com)  
A Gold Ribbon School

## Superintendent's Enrollment Report

DATE OF MEETING: WEDNESDAY, JUNE 14, 2023

	August	September	October	November	December	January	February	March	April	May	June
Transitiona l Kinder	17	19	20	20	20	20	20	20	19	19	19
Kinder	54	53	53	53	53	53	53	53	53	53	51
First	55	52	51	51	52	51	50	50	49	49	47
Second	81	79	78	78	78	77	77	77	77	77	76
Third	54	52	53	53	53	54	54	54	54	53	52
Fourth	72	71	70	70	70	70	70	70	69	69	68
Fifth	69	67	65	65	65	65	65	65	65	65	63
Sixth	62	63	60	60	62	62	63	63	63	63	62
<b>TOTAL</b>	<b>464</b>	<b>456</b>	<b>450</b>	<b>450</b>	<b>453</b>	<b>452</b>	<b>452</b>	<b>452</b>	<b>449</b>	<b>448</b>	<b>438</b>

# Manzanita Governance Board

# Unadopted Minutes

MAY 3, 2023

<b>Regular Board Meeting</b>
------------------------------

## Governance Board Members

Chairman	Arleen Pelster
Vice Chairman	Krishna Flores
Secretary	Eli Villanueva
Treasurer	Monique Mangino
Member	Eric Wilhelm
Member	Beth Chi

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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, VAFB, CA on May 3, 2023 at 3:30 pm and will also be held via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

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.

- |   |  |
|---|--|
| <b>A) <u>Call to Order</u></b><br>Pledge of Allegiance<br>Establish Quorum<br>Opening Comments/Introductions/Welcome Guests | Time: <u>3:31 PM</u><br><br><u>6/6</u> |
|---|--|

- 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:

- Agendas are available to all audience members at the door to the meeting.
- “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.”
- “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, VAFB, CA.

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) Reports

##### 1. Superintendent's Report

- a. Enrollment Report (Attachment A)
- b. Prop 51/PSMI Update
- c. Material Revision Update: Grades 7<sup>th</sup> and 8<sup>th</sup>
- d. Audit Update

##### 2. Principal's Report

- a. Smarter Balanced Assessment Consortium (SBAC) Testing
- b. Open House
- c. Math Extended Day (Attachment B)

#### D) Consent Agenda Items

Motion: Eli Villanueva Second: Eric Wilhelm Vote: 6/6

1. Approval of Meeting Minutes for the Regular Board Meeting on April 5, 2023. (Attachment C)
2. Approval of Check Detail, Deposit Detail and Unpaid Bills. (Attachment D)

#### E) Items Scheduled for Action/Consideration

1. Discussion and Approval of the Delta Managed Solutions (DMS) Renewal Contract (Attachment E) (Suzanne Nicastro)

Motion: Krishna Flores Second: Monique Mangino Vote: 6/6

#### F) Items Scheduled for Information and Discussion

1. Delta Management Solutions (DMS) Monthly Update to the Board/2023-2024 Budget Update (Attachment F)
2. Board Communication
3. Capturing Kids Hearts Program Presentation (G)
4. 2023 Local Control and Accountability Plan (LCAP) and Indicator Performance Process (California Assessment Systems Overview) (H)

#### G) Future Agenda Items

A Local Control and Accountability Plan (LCAP) Public Hearing will be held on Wednesday, May 31, 2023 from 3:30 PM - 4:30 PM at Manzanita Public Charter School. A copy of Manzanita's 2023-2024 LCAP and annual update will be available for public inspection.

H) Next Meeting

The next scheduled meeting of the Governance Board will be held on Wednesday, June 14, 2023 at 3:30 PM in the Manzanita Public Charter School Staff Lounge.

I) Adjournment

Time: 5:25 PM



## Manzanita Governance Board

**UNADOPTED MINUTES**

MAY 31, 2023

**Special Board Meeting**

## Governance Board Members

Chairman	Arleen Pelster
Vice Chairman	Krishna Flores
Secretary	Eli Villanueva
Treasurer	Monique Mangino
Member	Eric Wilhelm
Member	Beth Chi

The special 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, VAFB, CA on May 31, 2023 at 3:30 pm and will also be held via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

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 6/6  
 Opening Comments/Introductions/Welcome Guests

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

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C) Adjourn to Closed Session Time: 3:32 PM

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

1. Employee(s) Discipline/Release/Dismissal/Complaint(s) (Gov. Code, #54957, subd. (b) (1))

D) Reconvene to Open Session Time: 6:05 PM

- E) Public Report on Action Taken in Closed Session (includes the vote or abstention of every member present)  
No action taken.

- F) Reports  
None

- G) Consent Agenda Items  
None

- H) Items Schedule for Action/Consideration  
None

- I) Items Scheduled for Information and Discussion  
None

- J) Future Agenda Items  
None

- K) Next Meeting  
The next scheduled meeting of the Governance Board will be held on Wednesday, June 14, 2023 at 3:30 PM in the Manzanita Public Charter School Staff Lounge.

- L) Adjournment Time: 6:05 PM

## Manzanita Public Charter School: Warrant Report - 04/01/23-04/30/2023

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
1064	4/3/2023	PETTY CASH	Petty Cash	Petty Cash-book fair	60.00
1065	4/3/2023	PETTY CASH	Petty Cash	Petty Cash-Book Fair	60.00
1074	4/6/2023	Mary Bahnken	Manual check	Mary Bahnken-Golf Card purchase	3,200.00
2461	4/6/2023	Advanced Computer Experts	755	Advanced Computer Experts services March 2023	500.00
2462	4/6/2023	Punchout Amazon	13KD-VTDW-QVJJ	Invoice for PO# 23-276 Vendor Punchout Order	68.19
2462	4/6/2023	Punchout Amazon	14KX-D1R9-19RW	Invoice for PO# 23-290 Vendor Punchout Order	81.28
2462	4/6/2023	Punchout Amazon	1KDF-9V14-RV3T	Invoice for PO# 23-284 Vendor Punchout Order	156.34
2462	4/6/2023	Punchout Amazon	1KXW-946L-MQXP	Invoice for PO# 23-276 Vendor Punchout Order	155.94
2463	4/6/2023	Aramark	5020252382	Reusable Masks/Lndry bags/service charge	61.90
2464	4/6/2023	Channon Mitchell	032723-Reimb CM	Reimb for PD Meals	452.88
2465	4/6/2023	Delta Managed Solutions	MPCS 04-23	DMS April 2023 Business services	18,399.08
2466	4/6/2023	Matthew Barsotti	35	Lottery Drawing support-software/data input/general	1,000.00
2467	4/6/2023	Punchout Staples	8069752711	Invoice for PO# 23-291 Vendor Punchout Order	507.07
2468	4/6/2023	Teresa Gaona	031423-Reimb JL	Reimbursement Certified mail	12.55
2471	4/13/2023	Punchout Amazon	1VWG-C9XQ-3G44	Invoice for PO# 23-294 Vendor Punchout Order	215.74
2472	4/13/2023	Benchmark Education Co. LLC	486283	Invoice for PO# 23-226 Benchmark	5,600.00
2473	4/13/2023	Big Green Cleaning Company	622159	Janitorial services April 2023	2,020.00
2474	4/13/2023	Charter Schools Development Center	23101	Invoice for PO# 23-299 Charter Schools Development Center	4,950.00
2474	4/13/2023	Charter Schools Development Center	23102	Invoice for PO# 23-303 CSDC	4,950.00
2475	4/13/2023	EdFiles	906065	Invoice for PO# 23-297 Edfiles	349.00
2476	4/13/2023	Frontier Communications	062408-032823	Invoice for PO# 23-163 Frontier	65.29
2477	4/13/2023	Innovative School Solutions, Inc.	MPS179	Oasis hosting and support	700.00
2478	4/13/2023	Jacquie Voorhees	040123-Reimb JV	Invoice for PO# 23-31 Jacquie Voorhees	43.43
2479	4/13/2023	Lanspeed	55516	Invoice for PO# 23-301 Lanspeed	2,500.00
2479	4/13/2023	Lanspeed	55517	Invoice for PO# 23-300 Lanspeed	76.00
2480	4/13/2023	LUSD	INV23-00142	Invoice for PO# 23-296 LUSD	9,442.50
2480	4/13/2023	LUSD	INV23-00143	Invoice for PO# 23-302 LUSD	2,484.97
2481	4/13/2023	STA West Region	5202103	Invoice for PO# 23-295 STA	73,603.69
2482	4/13/2023	Wells Fargo Financial Leasing Inc.	5024435853	Invoice for PO# 23-249 Wells Fargo	1,293.66
2483	4/19/2023	That's My Forte-Erin Forte	207	Adult T-shirts	915.00
2484	4/20/2023	Savory & Sweet Eats	041923	PD Meals	685.13
2487	4/27/2023	Punchout Amazon	17KM-FW9Q-7GCF	Invoice for PO# 23-310 Vendor Punchout Order	11.41
2487	4/27/2023	Punchout Amazon	1VFT-JDTW-3MGM	Invoice for PO# 23-298 Vendor Punchout Order	1,638.72
2488	4/27/2023	Aramark	5020263589	Invoice for PO# 23-311 Aramark	61.90
2489	4/27/2023	CSM Consulting, Inc.	16083	Invoice for PO# 23-199 CSM	625.00
2490	4/27/2023	Delta Managed Solutions	MPCS 05-23	DMS May 2023 Business services	18,399.08
2491	4/27/2023	Eide Bailly LLP	EI01421852	Invoice for PO# 23-316 Eide Bailly	9,950.00
2491	4/27/2023	Eide Bailly LLP	EI01431807	Invoice for PO# 23-312 Eide Bailly	1,550.00
2492	4/27/2023	Kate Busarow	040723- Reimb KB	Reimb.-Math superbowl meals	58.56
2492	4/27/2023	Kate Busarow	040723-2 Reimb KB	Reimb.-Christmas,easter candy grams	109.38
2492	4/27/2023	Kate Busarow	040723-3 Reimb KB	Invoice for PO# 23-16 Kate Busarow	144.26
2493	4/27/2023	Kat Franson	041823-Reimb KF	Reimb.-hotel,lunch for pd day,jog a ton items	1,649.21
2493	4/27/2023	Kat Franson	042023-Mileage KF	Mileage Reimb.- Conf Travel	276.41
2494	4/27/2023	Punchout Office Depot	303165795001	Invoice for PO# 23-278 Vendor Punchout Order	46.12
2494	4/27/2023	Punchout Office Depot	303165797001	Invoice for PO# 23-278 Vendor Punchout Order	56.03
2494	4/27/2023	Punchout Office Depot	303165797002	Invoice for PO# 23-278 Vendor Punchout Order	95.04
2494	4/27/2023	Punchout Office Depot	306050293001	Invoice for PO# 23-289 Vendor Punchout Order	364.81
2495	4/27/2023	Scholastic Inc	W5250582BF	Invoice for PO# 23-313 scholastic	978.62

**Manzanita Public Charter School: Warrant Report - 04/01/23-04/30/2023**

<b>Check Number</b>	<b>Check Date</b>	<b>Vendor Name</b>	<b>Invoice Number</b>	<b>Invoice/remit description</b>	<b>Check Amount</b>
2496	4/27/2023	STA West Region	70202148	Transport 030923 hearst castle	504.56
2496	4/27/2023	STA West Region	70202149	Transport 033023 hearst castle	540.60
2497	4/27/2023	VISA	4121-032823	Acct #4121 Anthony S. supplies	1,007.79
2498	4/27/2023	VISA	7179-032823	Acct #7179 Joanne J. supplies	<u>1,168.93</u>
Report Total					173,846.07



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## Item Scheduled for Consent Agenda

*Item Title: Salary Schedule Approvals*

### **Background:**

#### New Certificated salary schedule

MPCS's historical practice is to research and evaluate various, local LEA salary schedules as a comparative tool in creating a baseline for all employee salary schedules. The 2023-24 certificated support staff salary schedule represents a mid-level average based on these comparisons.

#### Certificated Step Updates

Delta Managed Solutions (DMS) payroll system requires updated salary schedules each year for its retiree employees if annual increases occur. The new retiree annual compensation moved from \$49,476 (2022-23) to \$50,655 (2023-24). This change is reflected in the new certificated step updates.

**Recommendation:** Approval

**Fiscal impact:** Minimal LCFF impact

**Resource Person:** Suzanne Nicastro

Manzanita Public Charter School  
Certificated Salary Schedule School Psychologist/Speech & Language  
Pathologist/School Nurse/Marriage and Family Therapist  
2023-24 school year

Salary Schedule Effective: 07/01/2023

Board Approval: TBD

[illegible]



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**Recommendation:** Approval

**Fiscal impact:** Minimal LCFF impact

**Resource Person:** Suzanne Nicastro

	CERTIFICATED NON CLASSROOM STAFF -Rates for 2023/2024							
	23/24	23/24	23/24	23/24	23/24	23/24	23/24	23/24
	CertificatedTeacher Tutors	Certificated Nurse	SPED Psychologist Hourly	SPED Director - Part Time	Superintendent	SPED Specialist P/T Salary	Certificated Hourly Rate	Certificated Summer School
	Hourly	Hourly	Hourly	Annual	Annual	Annual	Hourly	Hourly
Step 1	\$36.86	\$61.64	\$73.03	\$50,655	\$50,655	\$50,655	\$46.60	\$53.00
Step 2	\$39.98		\$0.00					

11/8/21

hourly  
daily  
Long Term

23/24
Substitute Teachers
\$28.33
\$170.00
\$200.00

Board Approved: TBD





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## Item Scheduled for Consent Agenda

*Item Title: NewParent/Scholar handbook policies*

### **Background:**

The MPCS Parent/Scholar handbook is provided to Manzanita families at the beginning of each school year. The following additions to the existing handbook are being recommended:

- The new, board approved (12/22) Independent Study Program policy
- The new, board approved (6/23) Expanded Learning Opportunity Program early release policy

**Recommendation:** Approval

**Fiscal impact:** No known impact

**Resource Person:** Suzanne Nicastro



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*~ A Gold Ribbon School ~*

# Scholar and Parent Handbook

*Choice, Commitment, Achievement*



Updated August 2021  
Pending Governance Board Approval

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## **INTRODUCTION**

At Manzanita Public Charter School ("MPCS," "Manzanita," or the "Charter School"), 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 Workshop Model (SBW). Manzanita is a transitional kinder through sixth grade school that has grown from approximately 200 to 460 scholars in 15 years. Our scholars have a wide variety of backgrounds including: low socioeconomic, military, second language learners, and GATE. Manzanita utilizes a workshop model in order to provide 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, STEAM classes, 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 Common Core State Standards ("CCSS").

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**MASCOT/MOTTO/SCHOOL COLORS**

- 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) & (e)(3)(C)):

Principal  
991 Mountain View Blvd.  
Vandenberg AFB, 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](http://www.manzanitacharterschool.com)

**SCHOOL TO HOME COMMUNICATION**

Our Manzanita Website: [www.manzanitacharterschool.com](http://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 ParentSquare 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) 588-2423**

**FAX NUMBER: (805) 734-3572**

**EMAIL: [info@manzanitacharterschool.com](mailto:info@manzanitacharterschool.com)**

**FIRST DAY PACKETS**

Parents are required to attend the Manzanita Registration Fair and complete documents.

**SCHOOL SCHEDULE**

**TIMES INCLUDE ALL GRADES** (Transitional Kinder through Sixth 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**

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

DAILY START	8:10 AM
DISMISSAL	12:10 PM

**LUNCH**

TRANSITIONAL KINDER/KINDERGARTEN/1<sup>ST</sup> GRADE/

[Tk/Kindergarten/1<sup>st</sup> Grade 11:10-11:55](#)

[2<sup>nd</sup>/3<sup>rd</sup> Grades 11:45-12:30](#)

[4<sup>th</sup>/5<sup>th</sup> Grades 12:15-1:00](#)

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**Deleted: 3RD GRADE THROUGH 6<sup>TH</sup> GRADE**

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**EARLY RELEASE LUNCH**

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

TRANSITIONAL KINDER/KINDERGARTEN/1 <sup>ST</sup> GRADE	11:15 AM
2 <sup>ND</sup> /3 <sup>RD</sup> GRADE	11:40 AM
4 <sup>TH</sup> THROUGH 6 <sup>TH</sup> GRADE	11:50 AM

[6<sup>th</sup> Grade 12:10-12:55](#)

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**EARLY RELEASE LUNCH**

[\(Last day of school/ALL Wednesdays/Scholar Led Conferences\)](#)

[Tk/Kindergarten/1<sup>st</sup> grade 11:00AM](#)

[2<sup>nd</sup>/3<sup>rd</sup> Grades 11:15AM](#)

[4<sup>th</sup>/5<sup>th</sup> Grades 11:30AM](#)

[6<sup>th</sup> Grade 11:45AM](#)



PRECIPITATION/EXTREME WEATHER

TRANSITIONAL KINDER/KINDERGARTEN/1<sup>ST</sup> GRADE  
GRADE

4<sup>th</sup>/5<sup>th</sup> Grade 11:50-12:20  
6<sup>th</sup> Grade 12:15-12:45

11:00-11:30 2<sup>ND</sup>/3<sup>RD</sup>  
11:25-11:55

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### 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 Reading/Writing Workshops, Mathematics, Science, Social Studies, Spanish Pathways, and Visual /Performing Arts aligned to the California State Standards CCSS.

GRADE	MANZANITA	CALIFORNIA STATE REQUIREMENT
Transitional Kinder – 6 <sup>th</sup> Instructional Days	180 Instructional Days	180 Instructional Days
Kinder Instructional Minutes	55,125 Instructional Minutes	36,000 Instructional Minutes
1 <sup>st</sup> Instructional Minutes	55,125 Instructional Minutes	50,400 Instructional Minutes
2 <sup>nd</sup> – 3 <sup>rd</sup> Instructional Minutes	55,800 Instructional Minutes	50,400 Instructional Minutes
4 <sup>th</sup> – 6 <sup>th</sup> Instructional Minutes	56,475 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 can affect perfect attendance status.

### SCHOLAR ABSENCES

If your scholar is ill, 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 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 or 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 excessive of fourteen (14) 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**

If your scholar is absent, please contact the site coordinator or leave a message with your child's school. Students may be released for medical or religious purposes. Students may not be released or leave the program without a permission slip indicating student name, activity or specific reason they are leaving the program earlier than required.  
In addition, there is usually a waiting list of families who want to participate in the program and are willing to follow all policies. A scholar with irregular attendance occupies a space that another student could fill. It is understandable that unpredicted, unavoidable, extended absences occur. In this case, arrangements can be made with the site coordinator on a student by student basis.

### **DRESS CODE - SCHOLAR UNIFORM POLICY**

Scholars who attend MPCS **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.

- **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. 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.
- **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 and shoes that cover the entire foot.
- If families are unable to provide a uniform shirt for their scholar, the school will provide one. Shirts will be available at the Mandatory Registration Fair or by calling the front office at (805) 734-5600.

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### **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, (Free dress day) Leave strikethrough in The expectation is that EVERY other school day ALL scholars WILL be in their school uniform.

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### **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.

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### **LUNCH PAYMENTS**

Lunch accounts may be pre-funded or payment may be made at the time of purchase. Lunch payments can be presented to the food service manager and checks made payable to the District. ¶

**FREE OR REDUCED MEALS**

Parents need to complete the Free/Reduced Lunch Application and return it with the first day informational packet. 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. 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 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, 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. Speak to a 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.
4. Make sure they understand that they cannot leave school grounds without permission from the office.

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You may also access your scholar's Manzanita meal account, online, through the Manzanita Public Charter School website at [www.manzanitacharterschool.com](http://www.manzanitacharterschool.com) (under the parents tab). Parents can pay for meals with Visa/MasterCard, check the account balance, or track the scholar's breakfast/lunch activity. Go to [www.manzanitacharterschool.com](http://www.manzanitacharterschool.com) Go down and click on the "My School Bucks" logo on bottom of page "Pay Lunch Account". Login to your account. You will need your scholar's account number. Please contact the Manzanita Food Services Coordinator at (805) 742-2306 or the Administration Office at (805) 734-5600 to obtain this number. For account balance questions, please contact the Lompoc Unified School District at (805) 742-3193.

**Deleted: ICE-CREAM SALES**

MPCS offers ice-cream every Friday during lunch recreation (recess). The ice-creams are sold for \$1.00 each (100-150 calories per serving). The proceeds are used to support school activities.

**SAFETY POLICIES**

RECREATION POLICY	DINING HALL POLICY
<p>To have fun, socialize and exercise:</p> <ol style="list-style-type: none"> <li>1. Stay in the recreation area at all times.</li> <li>2. Food <del>and snacks</del> are to be consumed in the MPR. <u>Or designated outside eating areas.</u></li> <li>3. Play safely on and with recreation equipment.</li> <li>4. Brain Food: H2O and exercise make you SMARTER, do both during recreation time.</li> <li>5. Games that aren't safe are not permitted: push tag, tackle football, and play fighting.</li> <li>6. Get a yard duty supervisor if you need help.</li> <li>7. Report any type of bullying.</li> <li>8. At the <u>whistle</u>; return equipment to the cart and line-up.</li> </ol>	<p>To enjoy your dining experience:</p> <ol style="list-style-type: none"> <li>1. Wash or use hand sanitizer before you eat.</li> <li>2. Socialize with your classmates- CHAT Considerate Happy Appropriate Talk</li> <li>3. Remain seated until you are excused.</li> <li>4. Recycle.</li> <li>5. Raise your hand if you need assistance.</li> </ol>
BATHROOM POLICY	
<ol style="list-style-type: none"> <li>1. Wash your hands before leaving the bathroom.</li> <li>2. Report any type of <u>restroom concerns</u> immediately.</li> </ol>	

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**COMPREHENSIVE SCHOOL SAFETY PLAN**

MPCS has created a Comprehensive School Safety Plan, which is reviewed and approved by the MPCGS 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.

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**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](http://www.shakeout.org) for more information.

It is important for parents, guardians, and family members to know that if an emergency situation 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 Air Force Base ("VAFB"). Police, fire and disaster services are provided and supported by VAFB. Your child's safety is supported by VAFB 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, VAFB Security Forces, and VAFB 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 VAFB scholars to the VAFB Library. Notification of evacuation may come through the ParentSquare App. Parents will be notified as quickly as possible. Parents/Guardian must register annually for ParentSquare.

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 [ParentSquare](#) for ongoing updates.

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## **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 AFB, 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 assignments. Parents may request a teacher for their scholar, but the Principal maintains sole discretion to determine classroom assignments. **All parent requests for classroom assignments must be given in writing by May 30th of the calendar year.**

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#### 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 has Agenda Planners for parents/guardian to purchase. Donations of school supplies are also encouraged.

#### SCHOLARLY PURSUITS GRADES TK-2

"Choice, Commitment, Achievement"

Scholar, Parent, Teacher Compact

Building Young Scholars

1. Rule of FOUR
2. Methods
3. Accountability
4. Discipline

YOUNG SCHOLARS	Rule of FOUR
Thinking like a scholar A scholar has a thirst for knowledge. A scholar takes time to ponder. A scholar takes risks. A scholar asks questions. A scholar perseveres and practices.	<input checked="" type="checkbox"/> Follows Rules and Procedures  <input checked="" type="checkbox"/> Organization of Thoughts and Actions  <input checked="" type="checkbox"/> Use Every Opportunity to Learn  <input checked="" type="checkbox"/> Respectful and Responsible
<b>Parent Responsibilities to Support Scholarly Pursuits and Rule of FOUR</b>	<b>Teacher Responsibilities to Support Scholarly Pursuits and Rule of FOUR</b>
<ul style="list-style-type: none"> <li>Make certain that your child arrives on time rested and prepared to learn.</li> <li>Provide the school uniform.</li> <li>Attend Scholar-led Conferences, Awards Assembly, and other school activities.</li> <li><u>Support PAWS Program</u></li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to engage all scholars in learning.</li> <li>Communicate regularly with scholar and parents.</li> <li>Spotlight scholar achievement.</li> <li>Lead scholars through the portfolio process for scholar-led conferences.</li> <li><u>Support PAWS program</u></li> </ul>

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**SCHOLARLY PURSUITS GRADES 3-6**

"Choice, Commitment, Achievement"

Scholar, Parent, Teacher Compact

Building Young Scholars

1. Rule of FOUR
2. Methods
3. Accountability
4. Discipline

SCHOLARLY PURSUIT	Rule of FOUR
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	<div>F Follows Rules and Procedures</div> <div>O Organization of Thoughts and Actions</div> <div>U Use Every Opportunity to Learn</div> <div>R Respectful and Responsible</div>
<b>Parent Responsibilities to Support Scholarly Pursuit and Rule of FOUR</b>	<b>Teacher Responsibilities to Support Scholarly Pursuits and Rule of FOUR</b>
<ul style="list-style-type: none"> <li>Make certain that your child arrives on time rested and prepared to learn.</li> <li>Provide the school uniform.</li> <li>Attend Scholar-led Conferences, Awards Assembly, and other school activities.</li> <li><a href="#">Support PAWS Program</a></li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to engage all scholars in learning.</li> <li>Communicate regularly with scholar and parents.</li> <li>Spotlight scholar achievement.</li> <li>Lead scholars through the portfolio process for scholar-led conferences.</li> <li><a href="#">Support PAWS Program</a></li> </ul>

**Deleted:** <#>Support the Twenty Five (25) Books Words Read Campaign and Math Rulers.†  
Complete the Parent Volunteer Tracking Hours at Scholar-Led Conferences.†

**Deleted:** Support bucket dipping rules.

**Deleted:** <#>Support the Twenty Five (25) Books Words Read Campaign and Math Rulers.†  
Support bucket dipping rules.

**MANZANITA'S PAWS PROGRAM GRADES TK-****3 DISCIPLINE POLICY**

Manzanita is a school where people focus on the good and best in others.

- Happy, confident children who are able to express kindness, respect, and appreciation toward others.
- Compassionate children who are other-centered.
- Resilient children who are able to bounce back from bucket dipping.
- Scholars who are healthy mentally, emotionally, and socially.

Safe, positive, nurturing schools where all scholars are well able to learn and succeed.

**Deleted:** MANZANITA IS A "BUCKET FILLING" SCHOOL

**Deleted:** "Bucket Filling"

**Deleted:** Scholars are required to memorize and apply the pledge.†  
Bucket Filler's Pledge: *I promise to do my best every day to be a bucket filler, not to dip, and to use my lid for myself and others at home, at school, and everywhere I go.*†

### 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

#### 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.



### GRADES 4-6 DISCIPLINE POLICY

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.

#### Deleted: THREE BUCKET FILLER RULES

Be a Bucket Filler

Don't Dip

Use Your Lid

#### THREE BUCKET FILLING LAWS

When you fill someone else's bucket, you fill your own.

When you dip into someone's bucket, you dip into your own.

When someone dips into your bucket, your lid controls how much is taken out.

To learn more about building a "Bucket filling" school, community, and world go to <http://www.bucketfillers101.com> for more information.

#### BUCKET FILLING

#### Deleted: BUCKET DIPPING

Deleted: will initiate the following disciplinary measures when scholars break the above rules:

Deleted:

### **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](#).

Deleted: the Principal.

### **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 the majority of their classmates. MPCS will identify these scholars through nonverbal aptitude testing and place them with GATE certified teachers. MPCS's GATE classrooms 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 School.

### **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 6 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 5<sup>th</sup> grade. English Learners will take the English Language Proficiency Assessments for California ("ELPAC") in grades TK through 6.

### **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 and 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 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 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:**

- 1) A written statement from the physician detailing method, amount, and time schedules by which medication is to be taken and
- 2) 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.

Deleted: NO NIT

Deleted: (and significant nit problem)

**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 6 who bring cellular phones/digital devices to school must turn them off at all times during the school day. Cellular phones/digital devices 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.

**Deleted:** unless used for school work with the approval of and under the supervision of a teacher, administrator or appropriate staff member.

### **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 textmessaging
- 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.

**Deleted:** This policy can be found in the Principals' office or online.

### **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 Scholarly Pursuits Report Card to report scholar progress each quarter. 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.

PERFORMANCE KEY	
<b>A</b>	<a href="#">Consistently exceeds</a>
<b>B</b>	<a href="#">Always meets</a>
<b>C</b>	<a href="#">Meets Some</a>
	<a href="#">Approaching Grade Level</a>

Deleted: A+

Deleted: Advanced

Deleted: Proficient

Deleted: Making Progress/Basic

Deleted: Lacking Adequate Progress/Below Basic

**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. 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 Rule of FOUR. Parents will receive a Guide to Scholar-led Conferences and can schedule the SLCs on any of the proposed SLC days.

Deleted: Twenty-Five Book Campaign

**AWARDS AND EXTRACURRICULAR ACTIVITIES****SCHOLARLY PURSUITS AWARDS ASSEMBLY ("SPA")**

Parents are encouraged to attend each trimester "Scholarly Pursuits Awards Assembly." The Scholarly Awards Assemblies are held at the end of each trimester. SPA times are provided below. Each scholar is "spotlighted" for their Scholarly Pursuits and each class performs at the SPA.

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

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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-Rule of FOUR"
- [Deleted: Citizenship - "Be A Bucket Filler"](#)
- [Deleted: Extraordinary Author-Criteria "Magical Writing"](#)
- [Deleted: Mathematical Scholar- Teacher Discretion](#)
- Science Scholar- Teacher Discretion
- Robotics
- Music Scholar/Performing Arts- Music Teacher Discretion
- Art Scholar - Art Teacher Discretion
- Scholarly Pursuit Award- Teacher Discretion
- Perfect Attendance- Criteria "No Absences or Tardies"
- Academic Scholar Awards-Criteria "Straight A's - Manzanita Report Card"
- [Deleted: <#>Math Rulers Challenge -Criteria "Complete 100 Addition, Subtraction, Multiplication"- \(5 Minute Time Test\)"](#)
- President's Scholar & Educational Achievement Awards(Final Trimester)
- [Deleted: <#>Battle of the Books \(BOB\)-Participation Spelling Bee-Participation K-6" Math Superbowl-Participation 4-6](#)

#### **PRESIDENT'S AWARD FOR EDUCATIONAL ACHIEVEMENT**

Honoring scholar achievement and hard work is the purpose of the President's Education Awards Program. Since 1983, the program has provided individual recognition from the President and the U.S. Secretary of Education to those scholars whose outstanding efforts have enabled them to meet challenging standards of excellence. This award is presented to 3<sup>rd</sup> - 6<sup>th</sup> grade scholars who meet the following criteria:

**GOLD:** This award is presented to 3<sup>rd</sup> - 6<sup>th</sup> grade scholars who have an overall A Grade on their report card and meet the highest academic standards.

**SILVER:** This award is presented to 3<sup>rd</sup> - 6<sup>th</sup> grade scholars who have an overall B or better Grades on their report card and always give their best in both academic and behavioral performance.

#### **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, Children's Theater and Author-Go-Round.

#### **STUDENT COUNCIL**

The Manzanita Student Council is an active and visible force on the campus. 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 StudentBody positions are President, Vice President, Treasurer, Secretary, [Deleted: and Community Liaison](#). The Student Council positions are selected by ballot and voting day is scheduled on the [first Tuesday in November](#), [Deleted: third \(3rd\) Thursday of October](#). Visit the website for more information about the Manzanita Student Council.

**Deleted: MATH RULERS CHALLENGE**  
MCPS is committed to helping each one of its scholars achieve mathematical fluency. The Math Rulers Challenge is a home/school partnership to promote practice and mastery of math skills. To achieve this goal, Manzanita scholars have a target of 10 minutes per day or 250 minutes per trimester. Twice per trimester, scholars are given the opportunity to take a Math Ruler Challenge that consists of timed target skill tests. Scholars are recognized for reaching the goal set for the Math Ruler Challenge at the trimester awards.



### **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 at the office and receive a school pass. 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 ASSOCIATION ("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. All Manzanita parents are encouraged to join the PTSAC. When you join the PTSAC, you receive volunteer hours. All Manzanita parents are encouraged to join the PTSAC. Please look for the PTSAC membership [signup table at Registration Fair.](#)

**Deleted:** Manzanita Public Charter School is a member of the California State PTSAC.

**Deleted:** envelope in your first day packet.

#### **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.

**Deleted:** All volunteers, when on campus, must wear a mask at all times.

***MPCS reserves the right to accept or reject all volunteers.***

## **ARRIVAL AND DISMISSAL**

### **TRAFFIC**

Scholar drop-off and pickup should 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.

Deleted: use the loop and park or use drop off loop

### **BUS UNLOADING & 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 before and after school to assist with unloading and loading of buses.

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### **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](#).

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## **LOST AND MISPLACED ITEMS**

During recreation 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 racks. It is located at the front of the MPR.

## **TRANSPORTATION**

Riding the STA school bus is a privilege and we expect all scholars to [follow the Bus Rules of Conduct](#) (Safe, Responsible, and Respectful). 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 will contact the parents. Scholars can be denied transportation services for violation of any of the enumerated offenses listed in the Suspension and Expulsion policy. All scholars are required to participate in "Bus Safety Drills" and complete the STA Conduct Agreement.

Deleted: "Be Bucket Fillers"

Deleted: American Star

## **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 school. 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.
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, get away 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](http://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, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster

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.
  - 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 rights 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  
Lompoc, 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.

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.

**APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION**

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 taken action 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 5 CCR 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](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 the replica 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 purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization of body, whether or not 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.



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"A Gold Ribbon School"

## Item Scheduled for Consent Agenda

*Item Title:* Approval of the 22/23 Declaration of Need for Fully Qualified Educators

### **Background:**

The Declaration of Need (DON) is an annual document required by an employing local education agency and a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency.

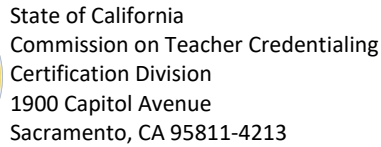
Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1, 2020, these pieces of legislation went into effect, and the certification requirements are now more aligned.

Furthermore, assignment options at these schools were broadened, as Education Code §47605(l) was amended to provide charter schools the ability to request emergency permits or waivers from the Commission on Teacher Credentialing for individuals in the same manner as school districts.

**Recommendation:** Approval

**Fiscal Impact:** None

**Resource Person:** Suzanne Nicastro



Page 1 of 4

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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If no, explain why you do not participate in an internship program.

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## Item Scheduled for Action/Consideration Attachment

### Santa Barbara County SELPA (SBCSELPA) 2023-2024 Local Plan Revision

#### **BACKGROUND:** This is an annual compliance item

- All SELPAs throughout CA are required to submit a local plan to CDE for approval. The purpose of the plan is to: 1) assure access to special education and related services for all individuals with exceptional needs residing within the geographic areas served by the plan; and 2) to assure compliance with all federal and state codes and statutes.
- Santa Barbara County SELPA Local Plan is required to be updated on a periodic basis to reflect possible changes in legal references and compliance with the California Education Code. In preparation for this current revision, a committee was developed which included general education teachers, special education teachers, special education administrators and parents. The committee reviewed the current and proposed Local Plan recommending revisions which align with California Education Code.
- For approval of the developed or amended local plan, the SELPA must: Seek approval of the plan from the SBCSELPA JPA Board, obtain signatures from the Administrative Unit (Goleta Union School District) and County Office superintendents, obtain signature from the CAC chairperson, *submit the plan to each participating LEA for governing board approval*, and submit the plan to CDE for final approval by June 30, 2023.
- Attached is a copy of the SBCSELPA Local Plan for review.

#### **FISCAL IMPACT:** NONE

**RECOMMENDATION:** The Board approve the SBCSELPA 2023-24 Local Plan as presented.



SELPA Fiscal Year **Certification 5: Local Educational Agency**

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA **Cert 5-1. Special Education Local Plan Area Governance Structure**

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

**For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

**SELPA** Santa Barbara County

**Fiscal Year** 2023–24

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

www.sbcselfpa.org

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- 1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
- 2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2022–23, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- 3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

**See Attached Superintendents Signature Page**

LEA Superintendent/Chief Administrator

**See Attached List**

Date



*Rather than submitting an electronically signed PDF copy of the required COE and LEA Certifications for the 2023-24 SELPA Local Plan, CDE has directed SELPA Administrators to type in the name of Superintendent on the required certification documents so that the signature may be captured in their database using their template.*

### **Superintendents of the Santa Barbara County SELPA**

**I authorize Lindsay MacDonald to type my name on the LEA Certification 5 for the 2023-24 Santa Barbara County SELPA Local Plan.**

LEA	SUPERINTENDENT	SIGNATURE	DATE
Adelante Charter School	Javier Bolivar		
Ballard School District	Pam Rennick		
Blochman Union School District	Doug Brown		
Buellton Union School District	Randy Haggard		
Carpinteria Unified School District	Diana Rigby		
Cold Spring School District	Amy Alzina		
College School District	Maurene Donner		
Cuyama Joint Unified School District	Alfonso Gamino		
Family Partnership Charter School	Stephanie Eggert		

Goleta Union School District	Diana Roybal		Attachment I
Guadalupe Union School District	Emilio Handall		
Hope School District	Anne Hubbard		
Lompoc Unified School District	Clara Finneran		
Los Olivos School District	Ray Vasquez		
Manzanita Public Charter School	Suzanne Nicastro		
Montecito Union School District	Anthony Ranii		
Orcutt Union School District	Holly Edds		
Santa Barbara Charter School	Laura Donner		
Santa Barbara County Education Office	Susan Salcido		
Santa Barbara Unified School District	Hilda Maldonado		
Santa Maria Joint Union High School District	Antonio Garcia		
Santa Maria – Bonita School District	Darren McDuffie		
Santa Ynez Valley Union High School District	Andrew Schwab		
Solvang School District	Sierra Loughridge		
Vista Del Mar Union School District	Bree Valla		



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## Item Scheduled for Action/Consideration Attachment

*Item Title: Benchmark Advance Adelante ELA curriculum purchase*

### Background:

During the 2017-18 school year, Manzanita Public Charter School engaged in a thoughtful Language Arts adoption process with its instructional staff. This included ‘piloting’ ELA curriculum that year. A collaborative decision was made after the Benchmark Advance pilot, to adopt Benchmark Advance as Manzanita’s TK-6 ELA curriculum. Subsequently, a school-wide Benchmark Advance adoption began during the 2018-19 school year. During this time, the instructional staff worked together to identify essential standards, utilize EL and other intervention tools found in the new, Benchmark curriculum, and organize curriculum pacing guides and units accordingly.

18 months later, the COVID-19 pandemic hit. Significant curriculum adjustments to support virtual learning approaches occurred. For two years, these adjustments interrupted the earlier planning work surrounding Benchmark Advance. During the 2022-23 school year, Manzanita administration and the site’s intervention team agreed that Benchmark Advance curriculum could still meet the needs of Manzanita scholars *if* the (2022) updated version of the curriculum was purchased. The following factors contributed to this decision:

- The updated, 2022 version of Benchmark Advance ELA curriculum is now aligned with Science of Reading research.
- The knowledge building text sets in Benchmark Advance has been recognized by the American Consortium for Equity in Education as the best diversity and inclusion solution.
- Nationwide, students using Benchmark Advance showed a 2.5x growth in ELA proficiency with sustained gains across demographics, including English Learners and Disadvantaged students.
- Curriculum continuity (returning to Benchmark Advance fidelity) is an important factor in strategically and quickly closing the pandemic learning gaps with ELA.

**Recommendation:** Approval

**Fiscal impact:** \$105,000 Learning Recovery grant

**Resource Person:** Suzanne Nicastro



**BENCHMARK  
EDUCATION  
COMPANY**  
145 Huguenot Street, 8th Floor  
New Rochelle, New York 10801

**Contact representative**

Jennifer Richter  
Email: [jrichter@benchmarkeducation.com](mailto:jrichter@benchmarkeducation.com)  
Office Phone:  
Phone: (914) 355-6902

QUOTE: 48306

**Customer:**

MANZANITA PUBLIC CHARTER SCH  
991 Mountain View Blvd  
Vandenberg Afb CA 93437-1209  
United States

**Ship To:**

Manzanita Pub Charter Sch  
991 Mountain View Blvd  
Vandenberg AFB CA 93437-1209

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY7970D	Ready to Advance 2022 Early Learning (National Edition) Gr. Pre-K Deluxe Classroom Print and Digital 5-Year	Current	\$4,525.00	1	\$4,525.00
Discount (100%)	* 1 Gratis set				(\$4,525.00)
Y46455	Ready to Advance 2022 Early Learning (National Edition) Units 1-10 5-Copy Set Consumables 5-Year	Current	\$250.00	1	\$250.00
Discount (100%)	* 1 Gratis set				(\$250.00)
XY10417D	Benchmark Advance 2022 Gr. K Deluxe California Classroom Package 25-copy Print and Digital 5-Year	Current	\$5,320.00	3	\$15,960.00
XY10418D	Benchmark Advance 2022 Gr. 1 Deluxe California Classroom Package 25-copy Print and Digital 5-Year	Current	\$5,320.00	2	\$10,640.00
Y45706	English Gr.1 My Reading and Writing Consumables 5-Copy Print 5-Year	Current	\$500.00	2	\$1,000.00
XY10419D	Benchmark Advance 2022 Gr. 2 Deluxe California Classroom Package 30-copy Print and Digital 5-Year	Current	\$5,870.00	2	\$11,740.00
XY10420D	Benchmark Advance 2022 Gr. 3 Deluxe California Classroom Package 30-copy Print and Digital 5-Year	Current	\$5,870.00	3	\$17,610.00
XY10421D	Benchmark Advance 2022 Gr. 4 Deluxe California Classroom Package 30-copy Print and Digital 5-Year	Current	\$5,870.00	2	\$11,740.00
XY10422D	Benchmark Advance 2022 Gr. 5 Deluxe California Classroom Package 30-copy Print and Digital 5-Year	Current	\$5,870.00	3	\$17,610.00
XY10423D	Benchmark Advance 2022 Gr. 6 Deluxe California Classroom Package 30-copy Print and Digital 5-Year	Current	\$5,870.00	3	\$17,610.00
Discount (Custom)	* 1 Gratis set				(\$5,870.00)
PR991	PD-Free Implementation (Gratis)	On-Site	\$0.00	1	\$0.00



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**Contact representative**

Jennifer Richter  
Email: [jrichter@benchmarkeducation.com](mailto:jrichter@benchmarkeducation.com)  
Office Phone:  
Phone: (914) 355-6902

QUOTE: 48306

Subtotal	Discount Total	Sales Tax	Shipping Cost	Total
\$108,685.00	(\$10,645.00)	\$7,598.10	\$0.00	\$105,638.10 USD

**Memo**

\* Rollover promotion: Up to 10% in gratis material provided and free shipping provided.

- \* The above pricing cannot be combined with any other offers.
- \* Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
- \* All digital subscriptions will end on July 31st the last year of the term purchased.
- \* Any changes, including cancellations to the originally agreed upon PD trainings, must be made at least 10 business days prior to the delivery of the PD trainings. Customized PD changes must be submitted at least 15 business days prior to agreed delivery date and must go through the customized request process. Benchmark Education will do its best to accommodate the requested changes; however, it reserves the right to render services according to the initial agreement. Please note that any changes requested may incur an additional charge or reduction of number of PD training days rendered. Please note that no changes can be requested on site and all requests must go through the Company approval process.



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Phone: (914) 355-6902

QUOTE: 48306

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER ALONG WITH THE FOLLOWING INFORMATION FOR ALL DIGITAL SUBSCRIPTIONS**

- Name of School(s) That Will Use the Subscription(s)  
Attach separate document if necessary

- Onboarding Tech Contact Name

- Onboarding Tech Contact E-Mail

- REQUIRED

**SEND ORDER TO:** Benchmark Education Company  
6295 Commerce Center Drive, Suite B| Groveport, OH 43125-1160  
Email: [neworders@benchmarkeducation.com](mailto:neworders@benchmarkeducation.com)  
Phone: 877-236-2465| Fax: 877-732-8273

## Terms of Service

\* By placing an order for Benchmark Education Company ("BEC") products (the "Products"), the entity ("Customer") that this proposal has been prepared for agrees to be bound by BEC's Terms of Service and Terms of Use and Privacy Policy (Please visit this site: <https://help.benchmarkuniverse.com/bubateacher/Content/Customer%20Support/Privacy%20Policy.htm?Highlight=privacy>). Subject to the Customer's payment of the fees set out above, BEC grants to Customer a non-exclusive and non-transferable license to access and use the Products under the terms described in this Terms of Service. The proposal contains the scope of use allowed and the term of Customer's license to the Products.





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## Item Scheduled for Action/Consideration Attachment

*Item Title: 2023-24 employee handbook revisions*

**Background:** Annual Compliance item

The recommended updates are as follows:

- *Employee sick leave to be carried over from year to year*
- *Employee sick leave available on day 1 of employment (not after 90 days of employment)*
- *Employee to receive full pay during jury duty and return any jury payments to the LEA if received*

**Recommendation:** Approval

**Fiscal impact:** None

**Resource Person:** Suzanne Nicastro



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# EMPLOYEE HANDBOOK



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## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures.

I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to Human Resources  
and retain this Handbook for your reference.**

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# INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Manzanita Public Charter School (hereinafter referred to as “MPCS” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. MPCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Executive Director. This will provide the School with a record that each employee has received this Handbook.



# CONDITIONS OF EMPLOYMENT

## **Equal Employment Opportunity Is Our Policy**

MPCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPCS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

### **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

### **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

MPCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code

section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

### **Professional Boundaries: Staff/Student Interaction Policy**

MPCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### **A. Examples of PERMITTED actions (NOT corporal punishment)**

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### **B. Examples of PROHIBITED actions (corporal punishment)**

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause

- pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

*Unacceptable Staff/Student Behaviors (Violations of this Policy)*

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

*Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission*

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

*Cautionary Staff/Student Behaviors*

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

*Acceptable and Recommended Staff/Student Behaviors*

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.

- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

### **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

MPCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/ registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

MPCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third parties (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment, discrimination, or retaliation to the

Executive Director or designee.

When MPCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

MPCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and

epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a



professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPCS policy. Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint, or reporting harassment.

MPCS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. MPCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

### **Workplace Violence**

MPCS takes the safety and security of its employees seriously. MPCS does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Employees must report any act or threat of violence immediately to the Executive Director or Executive Director.

### **Whistleblower Policy**

MPCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred.

However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

### **Drug and Alcohol Free Workplace**

MPCS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during performance of job duties is extremely harmful to employees and to other MPCS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

### **Consensual Relationships**

Consensual relationships in the workplace are discouraged. Consensual relationships between supervisors and employees and between staff and parents or students are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. Moreover, consensual relationships in the workplace can lead to problems with morale, decreased productivity and increased liability. The School has a strong policy against sexual harassment and is concerned that consensual relationships might potentially violate the policy. The School aims to prevent sexual harassment from occurring in the workplace. To help prevent sexual harassment, employees who enter into consensual relationships should notify administration regarding the relationship, as well as review the sexual harassment policy. Moreover, employees are expected to abide by the sexual harassment policy, behave professionally at work, and not let the relationship affect their work or the workplace.

Employees involved in consensual relationships in the School's workplace are prohibited from evaluating the work performance of others with whom they have a relationship, or from making hiring, salary or similar decisions which may impact some persons.

Violations of the School's Consensual Relationship Policy may result in disciplinary action up to and including release from at-will employment.

### **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

### **Smoking**

The MPCS facility is a non-smoking facility.

# THE WORKPLACE

## **Certification and Licensure of Instructional Staff**

Each teacher must hold a California Commission on Teacher Credentialing certificate that a teacher in other public schools would be required to hold. All teachers are required to meet certain federal requirements related to subject-matter expertise in order to meet federal requirements for “highly qualified teachers.” It is the responsibility and a condition of continued employment of all teachers to provide, maintain and keep current certificates, permits or other documentation to the Executive Director or Principal before reporting for duty. Teachers are required to meet all state and federal certification, expertise, and related requirements and must maintain such qualifications as a condition of employment.

## **Work Schedule**

Business hours are normally 7:30 a.m. to 4:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present from 7:45 a.m. to 3:15 p.m. and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

**Full-Time:** Full-time employees are those employees who are scheduled to work at least forty (40) hours in a week.

**Part-Time:** Part-time employees are those employees who are scheduled to work less than forty (40) hours in a week.

## **Mandatory Training, Meetings, Student Assessment**

All exempt employees are required to attend mandatory professional development and weekly collaboration. Part-time, hourly and temporary employees may be required to attend trainings or meetings. Manzanita may pay exempt and temporary employees for attendance at student testing/assessments.

## **Meal and Rest Periods**

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day’s work will be completed in no more than six (6) hours, provided the employee and MPCS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

The Executive Director should be aware of and approve scheduled meal and rest periods.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

### **Lactation Accommodation**

MPCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

MPCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

### **Attendance and Tardiness**

Employees must adhere to the adopted annual school calendar and be punctual.

If an employee finds it necessary to be absent or late, they must arrange it in advance with the Executive Director or Principal. If it is not possible to arrange the absence or tardiness in advance, the employee must notify the Executive Director or Principal no later than one-half hour before the start of their professional workday. Employees are also responsible to arrange for a qualified substitute from those listed on the Manzanita Substitute lists. If an employee is absent from work longer than one (1) day, they must notify school officials and keep them informed and updated of their situation.

Excessive absenteeism and tardiness may lead to disciplinary action, up to and including release from at-will employment. An absence or tardiness without notification may lead to disciplinary action, up to and release from at-will employment.

If an employee fails to come to work for three (3) consecutive work days without authorization, the Executive Director or Principal will presume that the employee has voluntarily resigned their position. At the close of the third missed work day, the employee's at-will employment will automatically terminate.

If an employee will be absent from work for any reason, they must notify the Executive Director or Principal as far in advance as possible. All absences will be recorded.

1. **Scheduled Absence:** All time off must be requested in advance and submitted in writing to the Executive Director by completing a Personnel Absence Form with a copy sent to Human Resources.

All time off must be requested in advance and submitted in writing, via email or text, to the school Principal or other administrative designee and, once approved, an online record of absence on the electronic online (EWS) payroll system must be recorded by employee.

2. **Unscheduled Absence:** Employees must notify the Executive Director and Human Resources as soon as possible regarding their unscheduled absence (either by email or phone call) and at the latest, by the time the employee is to schedule to report for work. Once the employee returns to work, a Personnel Absence form needs to be submitted to Human Resources.

Employees must notify the School Principal or other administrative designee, as soon as possible regarding their unscheduled absence via a text or phone call, and at the latest, by the time the employee is scheduled to report for work. Once the employee returns to work, an online record of absence on the EWS payroll system must be recorded.

### **Time Sheets/Records**

By law, MPCS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall keep be required to utilize the School's time sheet system.

Nonexempt employees must accurately record on a timesheet the in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time sheet indicates when the employee arrived and when the employee departed. All nonexempt employees must record the in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information when submitting online time records with the EWS system. If an employee forgets to mark their time sheet or makes an error on the time sheet, the employee must first contact HR to make the correction and then such correction must be initialed by both the employee and the Principal or administrative designee.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's time record.. Any employee, who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will

employment with the School.

### **Use of Email, Voicemail and Internet Access**

MPCS will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The Email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or Email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal Email files or voicemail unless there is a business need to do so. MPCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

### **Soliciting/Conducting Personal Business While on Duty**

MPCS employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non-work time, e.g., lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official school business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

### **Personal Business**

MPCS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate

dialing area. Do not use School material, time, or equipment for personal projects.

### **Social Media**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

MPCS reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

### **Personal Appearance/Standards of Dress**

Employees must wear clothes that are neat, clean and professional while on duty. Employees must also appear well-groomed and within professionally accepted standards suitable for the employee's position and duties. Employees must wear shoes at all times. The Executive Director or Principal will inform employees of any specific dress requirements for their position.

### **Participation in Recreational or Social Activities**

Employees may participate in activities sponsored by or supported by the school. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and MPCS disclaims any and all liability arising out of the employee's participation in these activities.

### **Health and Safety Policy**

MPCS is committed to providing and maintaining a healthy and safe work environment for all



employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **School Property Inspections**

MPCS is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School.

Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other School-provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including release from at-will employment.

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Executive Director.

### **Tuberculosis Testing**

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees

will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

### **COVID-19 Testing**

MPCS will provide COVID -19 testing at no cost to the employee during the pandemic. Positive cases will be triaged with conditional response protocols aligned to meet health guidelines applicable to the School. COVID-19 guidance is subject to change and will be updated in this handbook via an addendum when health guidelines require such change.

Employees who are not up to date on COVID-19 vaccinations and who believe they have been exposed to an individual who has tested positive for COVID-19 shall self-quarantine for five (5) calendar days to self-monitor for any potential symptoms such as fever, cough, and difficulty breathing. Employees who are up-to-date on COVID-19 vaccinations are not required to quarantine if they believe they have been exposed to an individual who has tested positive for COVID-19. Employees should get tested three (3) to five (5) days after exposure, even if they are not experiencing any COVID-19 symptoms.

During the exposure self-quarantine period, employees not medically restricted from working shall be on-call and ready to perform remote work (telework) during work hours to the extent directed by the School. If medically unable to work, such employees shall use available leaves consistent with state and federal laws, and MPCS leave policies.

### **Immigration Compliance**

MPCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or

presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

### **Security Protocols**

MPCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

### **Occupational Safety**

MPCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

# EMPLOYEE WAGES AND HEALTH BENEFITS

## Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA) and Medicare: The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School as applicable.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should contact the payroll department for more information.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the payroll department. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

## Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. MPCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Superintendent. MPCS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) hours and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve hours (12) hours in one workday and an excess of eight(8) hours on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Pay Days**

All employees will be paid on the 10<sup>th</sup> and 25<sup>th</sup> of each month, for 11 or 12 months, depending on the employee's individual employment contract. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the payday prior to the weekend.

MPCS will pay salaried, certificated employees in accordance with applicable law.

Employees should promptly notify the payroll department if they have a question regarding the calculations of their paycheck; any corrections will be noted and will appear on the following payroll.

### **Expense Reimbursements**

All reimbursements must be **pre-approved** by the Superintendent or Principal for necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must comply with ALL policy regarding expenditures, a copy of which may be obtained from the Executive Director or Principal. Reimbursements forms must be completed accurately in ink and must include original receipts before they can be submitted for final approval. All expense reimbursement must be approved by the Superintendent and MPCS Board Treasurer.

### **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

### **Health Insurance**

Full-time employees are entitled to health insurance benefits in accordance with the health insurance plan. MPCs may cover the insurance premium for employees and dependent costs. Employees may be required to contribute to the cost of premiums to retain coverage. MPCs will comply with all Affordable Care Act applicable regulations.

### **COBRA Benefits**

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPCS will notify employees or their dependents if coverage ends due to termination or a reduction

in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- MPCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is no longer disabled.



# **PERSONNEL EVALUATION AND RECORD KEEPING**

## **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the Principal or other administrative designee. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Executive Director, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Executive Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Principal will review employee job performance with the employee in order to establish goals for future performance and to discuss current performance. MPC's evaluation system will in no way alter the at-will employment relationship.

## **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Executive Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPC will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information

to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

# HOLIDAYS, VACATIONS AND LEAVES

## Holidays

MPCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools and are considered unpaid days for all staff:

New Year's Day	Martin Luther King Jr. Birthday	President's Day
Memorial Day	Independence Day	Labor Day
Veteran's Day	Thanksgiving	Friday after Thanksgiving
Day before Christmas	Christmas Day	

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

## Unpaid Leave of Absence

MPCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins.

## Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave is a benefit provided to employees as a cushion for incapacitation due to illness or injury. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must

receive preventative care or a diagnosis, treatment, or care for an existing health condition. Finally, an employee may take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Full-time employees accrue one (1) day of sick leave per month of scheduled work, where such days are granted to employees on July 1st of each fiscal year. Part-time employees who work fewer than forty (40) hours per week accrue a prorated amount of sick leave, but in no case shall be provided less than twenty-four (24) hours of sick leave per year.

Sick leave may only be used for the purposes specified in this policy. Accordingly, MPCS retains the right to request verification from a licensed health care provider for any extended absence due to illness or disability which equals three (3) or more consecutive calendar days. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Employees must provide reasonable advance notification, either orally or in writing, if a need for paid sick leave is foreseeable. Further, employees should schedule medical appointments in a manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is unforeseeable, the employee must provide notice for the leave as soon as practicable.

Employees are not allowed to draw against unearned/unaccrued sick leave. MPCS does not pay employees in lieu of unused sick leave and sick leave does not carry over from year to year.

~~Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Employees are required to use paid sick leave in minimum increments of no more than two hours.~~

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

#### Personal Necessity Leave (PNL)

Full-time employees may use up to 24 hours of sick leave in cases of personal necessity upon prior approval. Personal necessity is defined as any of the following:

- Death or serious illness of a member of an employee's immediate family (this is in addition to Bereavement Leave);
- Accident involving an employee's person or property, or the person or property of a member of an employee's immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption or foster placement of a child;

- The birth of a child making it necessary for an employee who is the parent of the child to be absent from their position during the work hours; and
- Business/personal matters which cannot reasonably be conducted outside the workday.

Employees must request PNL at least one (1) week in advance unless an emergency/unforeseen situation occurs. Approval shall be at the discretion of the School. PNL may not be used consecutively or to extend a vacation or holiday break. PNL may be used in one (1) hour increments. PNL is not vacation, does not carry over from year to year, and is not paid out upon separation from employment.

### **Extended Illness Leave**

In order to be eligible for extended illness leave, employee must have worked at least twelve (12) months and worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the extended medical leave. This leave runs concurrent with FMLA and CFRA leave as outlined below, and would take place once all sick leave is exhausted.

#### **Category 1: Differential Pay for Full-Time Certificated Employees for Extended Illness Leave**

Full-time certificated employees may request five (5) months of extended illness leave paid at a differential pay rate (the employee's regular rate of pay less the cost for a substitute), excluding stipends. This leave does not accumulate and does not carry over to the subsequent year. Health insurance benefits are continued while in paid status and deducted from payroll. Extended leave will only be granted with a medical certification confirming the need for extended illness leave.

#### **Category 2: Differential Pay for Full-Time Classified Employees for Extended Illness Leave**

Full-time classified employees may request a maximum of five (5) months of extended sick leave paid at 50% of current salary rate. This leave does not accumulate and does not carry over to the subsequent year. Health insurance benefits are continued while in paid status and deducted from payroll. Extended leave will only be granted with a medical doctor's note confirming the need for extended illness leave.

#### **Category 3: Differential Pay for Full-Time Certificated Management Employees for Extended Sick Leave (Including Principals and Vice Principals)**

Full-time certificated management employees may request a maximum of five (5) months of extended illness leave paid at 50% of current salary rate. This leave does not accumulate and does not carry over to the subsequent year. Health insurance benefits are continued while in paid status and deducted from payroll. Extended leave will only be granted with a medical doctor's note confirming the need for extended illness leave.

Part-time certificated and classified employees may request a maximum of five (5) months of extended sick leave paid at 50% of current salary rate. Extended leave will only be granted with a medical doctor's note confirming the need for extended illness leave.

### **Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria:**

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees)..

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
  - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
  - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person

can be discharged or transferred to another facility and does not actually remain overnight.

- c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, or sibling for CFRA purposes.
  4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) -month period to provide said care. CFRA does not provide leave specific to caring for a service member.
  5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.
- Amount of FMLA/CFRA Leave Which May Be Taken
    1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
    2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
    3. The “twelve month period” in which twelve (12) weeks of FMLA/CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
    4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity

has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period.

When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if



he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertification's are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her

qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those

limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

### **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks). For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works

twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Health Benefits

MPCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. MPCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee’s failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by

the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should discuss and notifying Manzanita HR department. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy or a note outlining the expected dates of the pregnancy disability leave.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. When the pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to

the employee if and when comparable positions become available during the sixty (60) day period.

A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee’s original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with MPCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Pay during Pregnancy Disability Leave

1. A Certificated Employee on pregnancy disability leave must exhaust all accrued paid leave and at the beginning of any Pregnancy Disability Leave period. After sick leave is exhausted, the employee may utilize a partial wage reduction benefit, and pay 100% of substitute employee wages and benefits out of their earnings (differential pay). A classified employee on pregnancy disability leave must exhaust all accrued paid leave and at the beginning of any Pregnancy Disability Leave period. After paid leave is exhausted, the employee may utilize a partial 50% wage reduction benefit.
2. The receipt of sick leave pay will not extend the length of pregnancy disability leave.
3. Sick leave accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

### **Parental Leave**

During any FMLA/CFRA leave for purposes of parental leave, and after paid leave has been exhausted, certificated employees may receive differential pay (the difference between the employee’s salary and the salary paid to the substitute), and classified employees may receive 50%

of their regular wages.

### **Industrial Injury Leave (Workers' Compensation)**

MPCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

MPCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued paid time off as wage replacement during time served, provided such paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee’s military spouse will be on leave from deployment, and (2) documentation certifying that the employee’s military spouse will be on leave from deployment during the time that the employee requests leave.

### **Funeral/Bereavement Leave**

Full-time employees are entitled to funeral/bereavement leave of absence of three (3) days, or up to five (5) days *if* travel exceeds 300 miles one way, for the death of any member of the employee’s immediate family, and to such additional days thereafter as the School may allow. All bereavement leave must be completed within three (3) months of the date of death of the person.

No deduction shall be made from the salary of such employee, nor shall such leave be deducted from any other leave category, which may be utilized for this purpose in addition to bereavement



leave.

Members of an immediate family are defined as follows: child, spouse, domestic partner, mother/father of employee or spouse of employee, grandmother/grandfather of employee or spouse of employee, son (in-law), daughter (in-law), grandchild (in-law), brother or sister of employee or spouse of employee, aunt/uncle of the employee or spouse of employee, niece/nephew, step relatives, foster children, foster parents, or any other relative living in the immediate household.

If any employee requires more than three (3) to five (5) days off for bereavement leave, the employee may request additional unpaid leave or may request to use up to five (5) days of accrued sick time, which may be granted at the discretion of the School.

### **Jury Duty or Witness Leave**

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay.

When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

### **School Appearance and Activities Leave**

As required by law, MPCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12)-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) week's of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Victims of Abuse Leave**

MPCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic

violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MPCS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

### **Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If an employee needs further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

# **DISCIPLINE AND TERMINATION OF EMPLOYMENT**

## **Rules of Conduct**

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record a clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.

19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. MPCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

### **Termination of Employment**

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Executive Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

### **References**

All requests for references and employment verifications must be promptly directed to the Executive Director or Principal. When contacted for a reference or employment verification, MPCS will provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

# INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment.”

## Open Door Policy

MPCS wishes to provide the most positive and productive work environment possible. To that end, it has an open-door policy where it welcomes employee questions, suggestions or complaints relating to the job, conditions of employment, the School or the treatment employees are receiving. Other than in situations involving harassment (as outlined and described above), please initially contact the Executive Director with questions or concerns. If the situation is not resolved to an employee’s satisfaction, please contact the Board in writing, who will further investigate the issue.

### Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation. The Executive Director will fully document the facts of the complaint, the statements of all parties identified in the complaint, and the disposition of the complaint;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction.

However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees  
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns.

The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint. The Executive Director will fully document the facts of the complaint, the statements of all parties identified in the complaint, and the disposition of the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of the School. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



# **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

# APPENDIX A

## HARASSMENT COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Executive Director or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*MPCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else:

\_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

---

Signature of Complainant

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Date

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Print Name

**APPENDIX B**  
**INTERNAL COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

# APPENDIX C



991 Mountain View Blvd,  
Vandenberg AFB, CA 93437  
(805) 734-5600 ~ FAX (805) 734-3572  
[www.manzanitacharterschool.com](http://www.manzanitacharterschool.com)  
A Gold Ribbon School

## APPLICATION FOR TRANSFER TO HIGHER SALARY CLASSIFICATION

PLEASE COMPLETE AND RETURN TO

**Suzanne Nicastro**

By  
**April 1**

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

PRESENT SALARY CLASSIFICATION \$ \_\_\_\_\_

SALARY CLASSIFICATION TO WHICH YOU WISH TO TRANSFER TO \$ \_\_\_\_\_

LIST ANY CREDENTIALS FOR WHICH YOU ARE CURRENTLY WORKING: \_\_\_\_\_

Are you taking any College or University courses toward your CLAD or BCLAD certificate?

Yes                  No                  Not Applicable

Total units recorded after your bachelors: \_\_\_\_\_

Total units listed below but not recorded: \_\_\_\_\_

**The information to be completed below pertains to any credits/courses completed prior to June 30<sup>th</sup>.  
Any credits/courses completed after June 30<sup>th</sup> will be applied to the following Fiscal Year.**

COURSE TITLE Completed/Proposed	COURSE # Upper Division Only	COLLEGE/UNIVERSITY	COMPLETION DATE	UNITS Semester/Quarter

**FOR OFFICE USE ONLY**

ADDITIONAL UNITS EARNED:                  SEMESTER: \_\_\_\_\_                  QUARTER: \_\_\_\_\_

DEGREE/CREDENTIAL EARNED:

MA/MS

PHD

CLAD

BCLAD

APPROVED BY:

\_\_\_\_\_

DATE: \_\_\_\_\_

SENT TO:

PAYROLL

HR

PERSONNEL FILE

## APPENDIX D



991 Mountain View Blvd,  
Vandenberg AFB, CA 93437  
(805) 734-5600 ~ FAX (805) 734-3572  
[www.manzanitacharterschool.com](http://www.manzanitacharterschool.com)  
"A Gold Ribbon School"

# **FIXED TERM EMPLOYMENT AGREEMENT Between MANZANITA PUBLIC CHARTER SCHOOL & EMPLOYEE**

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the employee ("Employee") and the Governing Board ("Board") of Manzanita Public Charter School ("MPCS"), a California public charter school approved by the Lompoc Unified School District ("District"). The Board desires to hire employees who will assist MPCS in achieving the goals and meeting the requirements of MPCS's charter. The parties recognize that MPCS is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting MPCS in implementing its purposes, policies, and procedures.

WHEREAS, MPCS and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

### **A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT**

1. MPCS has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* MPCS has been duly approved by the District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, MPCS has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, MPCS is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of MPCS, and the employee signing below expressly recognizes that he/she is being employed by MPCS and not the District.
3. Pursuant to Education Code section 47610, MPCS must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts

except as specified in Education Code section 47610.

4. MPCCS shall be deemed the exclusive public school employer of the employees at MPCCS for purposes of Government Code section 3540.1.

**B. EMPLOYMENT TERMS AND CONDITIONS**

**1. Duties**

Employee shall work in the position of classroom teacher. Employee will perform such duties as MPCCS may reasonably assign and Employee will abide by all School policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of MPCCS's charter.

A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of MPCCS.

**2. Term and Work Schedule**

Subject to Section C, "Termination of Agreement" herein, MPCCS hereby **employs employee for a term of one (1) year.**

Workdays for Employee shall be consistent with the applicable calendar of workdays for this position.

The current year schedule is attached and incorporated by reference herein.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with MPCCS.

**3. Compensation**

Employee will receive a **base salary and additional stipend of \$1,500 for master's degree** paid monthly from which the Board shall withhold all statutory and other authorized deductions. Employee's compensation may be prorated depending on whether Employee remains employed, or in active work status, for all scheduled work days of the position.

**4. Employee Benefits**

Employee shall be entitled to participate in designated employee benefit programs and plans established by MPCCS (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by MPCCS in its sole discretion.

**5. Performance Evaluation**



Employee shall receive periodic performance reviews conducted by his/her supervisor. At a minimum, performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate Employee shall not prevent MPCS from disciplining or dismissing Employee in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at MPCS shall only be as specified in this Employment Agreement, MPCS's charter, the Charter Schools Act and MPCS's Employee Handbook, which from time to time may be amended and modified by MPCS. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with MPCS.

7. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that he/she was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service.

10. **Conflicts of Interest**

Employee understands that, while employed at the School, he or she will have

access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with MPCS.

#### 11. **Outside Professional Activities**

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. MPCS shall in no way be responsible for any expenses attendant to the performance of such outside activities.

#### C. **TERMINATION OF AGREEMENT**

This Agreement may be terminated by any of the following:

- a. **Termination for Cause:** Employee may be terminated by the Board at any time for cause. In addition, Employee may be disciplined (e.g. reprimand, suspension without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement, any ground enumerated in the Personnel Policies, or Employee's failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above-mentioned and incorporated by reference job specification.

The Board shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon Employee. Employee shall have the right to a representative of his/her choice at a conference with the Board. Such conference shall be Employee's exclusive right to any hearing otherwise required by law. Any decision regarding termination shall be final.

- b. **Revocation/Nonrenewal of Charter:** In the event that the MPCS charter with the District is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Section a or b above.
- c. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of his/her job with reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

- D. **NON-RENEWAL/EXPIRATION OF TERM.** The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

#### E. **GENERAL PROVISIONS**

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.



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A Gold Ribbon School

## Item Scheduled for Action/Consideration Attachment

*Item Title: 2023-24 Local Control and Accountability Plan*

### Background:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for all learning education agencies (LEA's) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The components of the LCAP for the 2023-24 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and low-income students
- Action Tables
- Instructions

Manzanita Public Charter School has just completed year one of its three-year LCAP design. The 2023-24 LCAP represents year 2 and the existing goals and actions continue to represent the local needs of the LEA with the following adjustments:

- A school-wide homework policy will be adopted
- The extended learning opportunity program will be fully implemented
- The LEA will update its existing ELA curriculum (Benchmark Advance) to support interventions and reading skills
- School psychologist and counseling hours will increase to provide additional SPED and social emotional supports

**Recommendation:** Approval

**Fiscal impact:** All state and federal revenues are impacted by LCAP

**Resource Person:** Suzanne Nicaastro

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Manzanita Public Charter School

CDS Code: 42 69229 0116921

School Year: 2023-24

LEA contact information:

Suzanne Nicastro

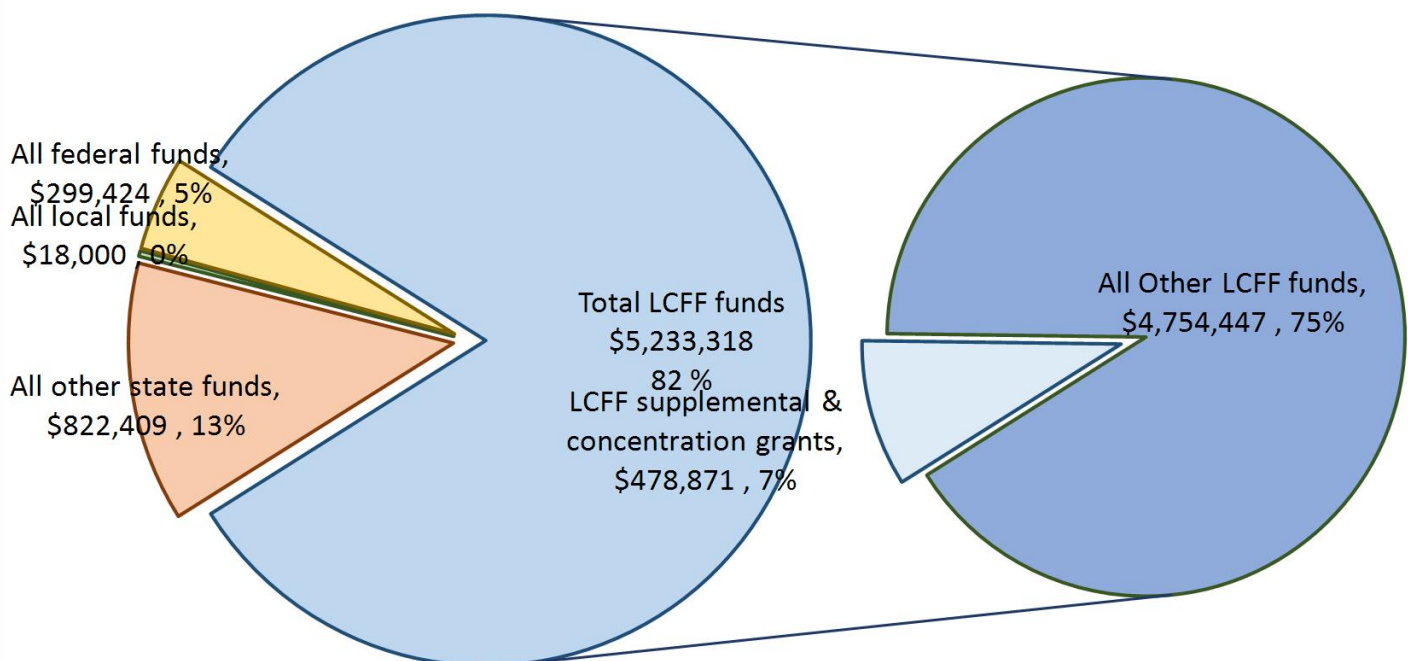
Superintendent

(805) 734-5600

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 2023-24 School Year

#### Projected Revenue by Fund Source

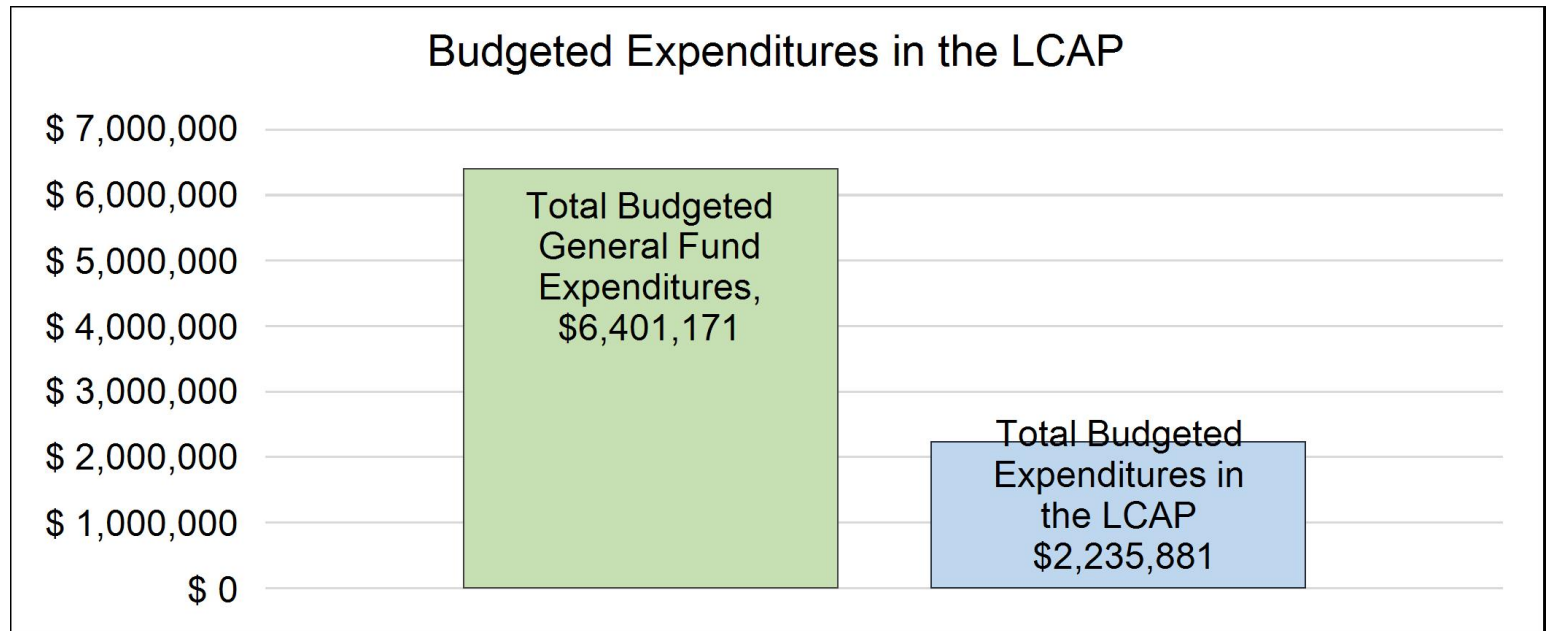


This chart shows the total general purpose revenue Manzanita Public Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Manzanita Public Charter School is \$6,373,151, of which \$5233318 is Local Control Funding Formula (LCFF), \$822409 is other state funds, \$18000 is local funds, and \$299424 is federal funds. Of the \$5233318 in LCFF Funds, \$478871 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Manzanita Public Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

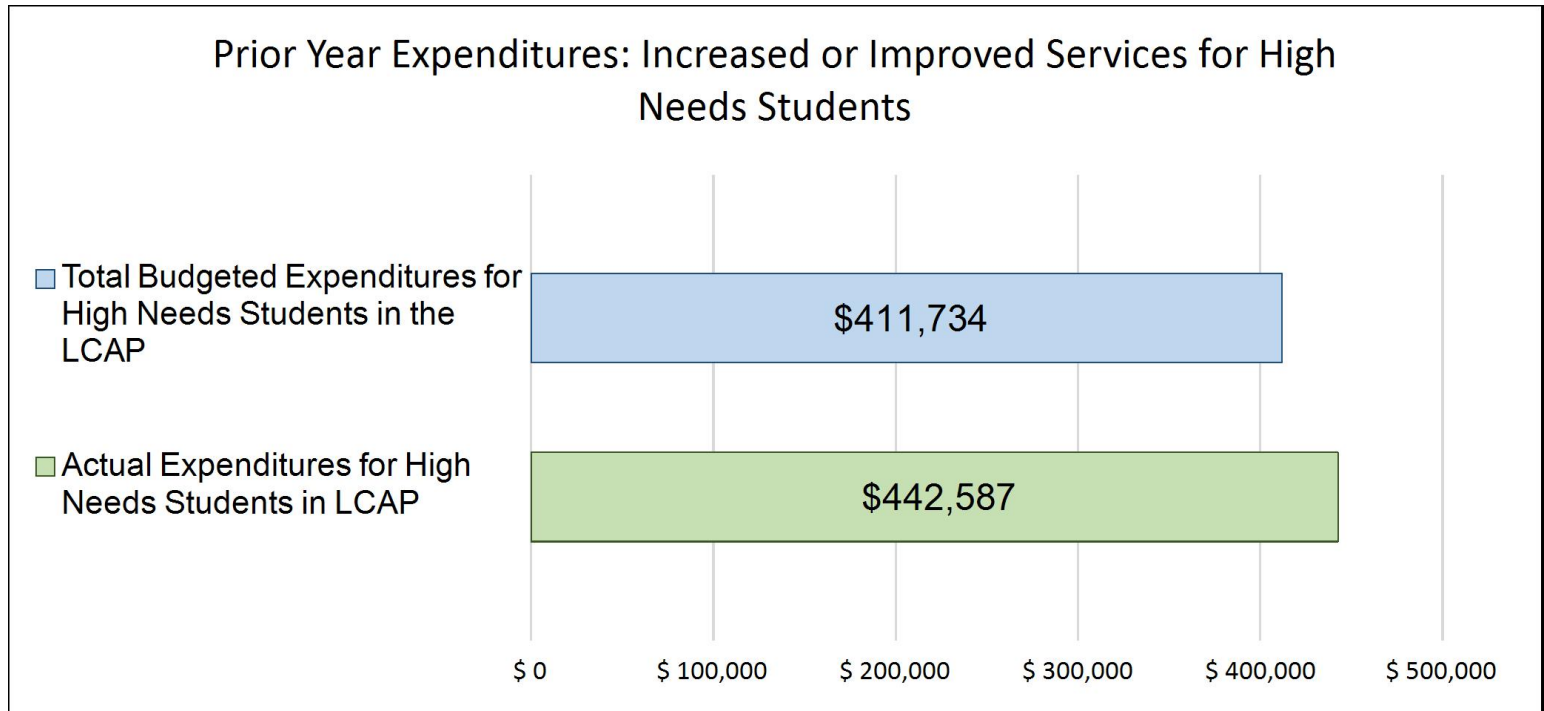
The text description of the above chart is as follows: Manzanita Public Charter School plans to spend \$6401171 for the 2023-24 school year. Of that amount, \$2235881 is tied to actions/services in the LCAP and \$4,165,290 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Manzanita Public Charter School is projecting it will receive \$478871 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 \$411734 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Manzanita Public Charter School's LCAP budgeted \$411,734 for planned actions to increase or improve services for high needs students. Manzanita Public Charter School actually spent \$442,587 for actions to increase or improve services for high needs students in 2022-23.



# Local Control and 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	Suzanne Nicastro Superintendent	suzanne.nicastro@manzanitacharterschool.com (805) 734-5600

## Plan Summary [2023-24]

### General Information

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

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. These strengths are the foundation for the model's Response to Intervention (RTI) approach and enrichment activities. The population at Manzanita includes approximately 460 students with 16.8% EL Learners, 25% military dependents, 49.7% high poverty scholars, and 10% GATE designated/high achieving scholars. Vandenberg Space Force Base and the City of Lompoc are the LEA's primary student community residences. However, the school does draw small student populations from surrounding communities such as Los Alamos, Buellton, and Orcutt/Santa Maria areas. The school's diverse population of learners demands teacher differentiation and unique instructional design. The learning environment has evolved over time into our SBW model. The SBW model addresses individual student needs through our Benchmark Advance workshop curriculum, RTI process, visual and performing arts program, Finnish outdoor learning model, STEM, Outdoor Education, and GATE programs, social emotional curriculum, and a scholar-led conference approach. The school's RTI program now includes daily ELA reteaching periods (WINTIME) which focus on grade level essential standards mastery, after school learning camps with free bussing, and social emotional programs and supports. These supports include a school wide social emotional screening tool (DESSA), small group and individual counseling sessions, and a school wide positive behavior model (PBIS). The LEA's Special Education program offers an inclusion model with a focus on the least restrictive approach for all SPED learners.

MPCS continues to teach and assess nine trimester essential standards in Language Arts and the master schedule continues to include re-teaching periods. These daily re-teaching periods focus on essential ELA standards mastery for every scholar. In addition, all EL Learners participate in a daily, 30-45 minute designated EL period, designed to 'front-load' the next day's ELA lesson in Benchmark Advance. The school's special education program also follows a push-in model, when appropriate, with leveled literacy and math groups being taught with necessary accommodations in the classroom.

Manzanita recognizes that the COVID-19 pandemic resulted in pervasive learning 'gaps' for many of its scholars. An extended, enrichment learning model, implemented during the 2021-22 school year, continues to focus on the expansion of Arts, STEM, and outdoor learning curriculum to all TK-6 scholars. These enrichment learning periods, designed to also enhance and support ELA and Math instructional standards, are taught by fully credentialed teachers. Each credentialed extension teacher aligns instruction to complement, and in some cases, remediate, common core standards and individual scholar interests. Scholars receive daily, 45 minute periods of enrichment learning, which culminates in school wide project based celebrations and performances. Physical Education will be taught by a designated teacher/tutor who will also partner, when appropriate, with the outdoor educator for additional support when addressing physical education standards.

Win-Time (what children need), was established as an identified block of time in school schedule during Fall of 2021. Win-Time focus continues to be reading intervention at all grade levels. A school intervention team, led by the Assistant Principal, school psychologist, and Teacher on Special assignment (TOSA), was established. The intervention team continues to meet regularly, tracks reading intervention progress, makes recommendations for curriculum adjustments, and provides professional development opportunities for instructional staff.

To meet the needs of gifted scholars, Manzanita utilizes two GATE trained teachers for third through sixth grades. These teachers utilize the above models while also taking instruction deeper through project based learning and focusing on GATE strategies such as the Icons of Depth and Complexity. The school continues to grow in its expectations of learning accountability coupled with strong support. Scholars are continually encouraged to take ownership of their learning and set new goals. Teachers also help guide a focused conversation around standard based report cards, trimester reading, writing and math benchmarks, all of which identify common core progress as correlated by the State Board of Education.

During the 2019-20 school year, the LEA sent an educational team to Finland, to visit and study the Finnish focus on purposeful play as it pertains to instructional and social-emotional exceptionalism. Based on the learning experience, Manzanita's team returned to the USA and implemented a daily, small group instructional model for all Grade TK-2 scholars. This model includes grade level essential standards mastery in ELA and MATH, but with increased structured and unstructured play time on the school's expansive natural grounds. The LEA's educational team continues to evaluate the balance of small and whole group instructional patterns, as well as the emotional and physical well being of its youngest scholars. This ongoing evaluation will be based on identified and observable data which emerges from this whole child instructional approach.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the impact of COVID-19, the State of California decided to eliminate state testing, accountability measures, and comprehensive data reporting into the California School Dashboard for 2021. However, MPCS made the decision to administer the SBAC testing in Spring of 2021 and also participated in the mandatory State testing in 2022. The data from both state testing years, along with local STAR Renaissance testing, has been a good indicator and influenced how the LEA organizes around intervention and enrichment opportunities. Manzanita has traditionally performed well on the state's annual assessments, however, like most California schools, showed a pandemic related decline in overall achievement scores. Even so, in 2022, Manzanita still outperformed its authorizing District (Lompoc Unified) as well as the Santa Barbara County and CA state overall achievement averages in CAASPP ELA Reading and Mathematics:

Lompoc Unified School District 35.86%	ELA Overall Achievement 20.75%	Math Overall Achievement
State of CA 47.06%	ELA Overall Achievement 33.38%	Math Overall Achievement
SBCEO 40.73%	ELA Overall Achievement 28.01%	Math Overall Achievement
Manzanita 48.37%	ELA Overall Achievement 35.37%	Math Overall Achievement

Manzanita is continuing to focus on pandemic related learning gaps by measuring academic growth patterns, on a regular basis, as a strategic effort to guide various subgroups into effective literacy and math groups designed to meet specific needs. In addition to defined intervention times on a revised master schedule (WINTIME and Extended Day), the LEA also expanded its enrichment classes to include Arts, STEM, and Outdoor Education which aligned much of its curriculum to support grade level standards in ELA, Math and Science. MPCS believes that essential enrichment, does, in fact, provide the motivation and engagement that many of our scholars need, in addition to remediation, to close learning gaps. We consider how to provide daily intervention on the master schedule and added 3 days of enrichment classes each week, where scholars travel to this instruction provided by credentialed teacher experts. The LEA is also committed to developing a more seamless 'link' between intervention and the essential enrichment programs to help tap into multiple interests across disciplines while maintaining a high level of challenge and interest. For example, the art teacher might include a writing component which reflects a grade level standard and a garden might be expanded to teach environmental ownership and grade level biology standards. Manzanita envisions a school where a child with an IEP could show his high achieving classmates how to build a wind turbine through hands

-on discovery in our STEM program. In short, Manzanita continues its academic program journey of choice, rigor, and inclusion through essential enrichment for all, not just the few.

The LEA remains committed to maintaining a sharp focus on standards based instruction, creating flexible and responsive schedules to support scholar learning, providing access to technology and connectivity for all, supporting professional learning for staff, adapting professional roles and responsibilities with all staff to meet the needs of scholars and their families, and supporting students with exceptional needs throughout. New systems of monitoring student engagement, with consistent data collection and review, exist across the LEA to ensure positive attendance and academic engagement. Manzanita also provides layers of social emotional and behavioral supports to address the well-being of its scholars and staff throughout the school year. We do this by allocating funding for a 5 day per week social emotional counselor on site, partnering with SELPA for behavioral support trainings/certifications, and continuing our relationship with the Soul Shoppe agency who provides anti-bullying and other PBIS school-wide training/supports. A part-time, on-site school nurse is also funded. The LEA also partners with Lompoc Unified School District, the LEA's charter authorizer, to provide free, nutritious meals to all students.

In the area of school culture and social emotional behavioral progress, the school's 2021-22 Dashboard data shows suspension rates at a "medium" range at 1.5%. From a suspension 'equity' lens, Manzanita has a 0% suspension rate for English Learners, foster youth, and special education students. Chronic Absenteeism percentages have increased to "Very High" at 21.6%. The high rate of chronic absenteeism is mostly attributed to the Fall, 2021, Omicron virus surge. Steps have been taken to implement a strategy to reach out to absent students with more personal phone calls, increased home visits, while still following SARB protocols including attendance meetings, attendance contracts, and counseling services to families. In the area of academic achievement, Manzanita's most recent, third trimester STAR Renaissance data from testing conducted in March 2023, shows a school wide average of 57% "at or above" grade level reading benchmarks and a school wide average of 63% "at or above" in grade level Math benchmarks. These ELA and Math Renaissance STAR results also reflect strong, measurable, academic progress throughout the 2022-23 school year-for all grade levels. For example, Manzanita made the decision to increase intervention efforts with its 6th graders, based on its desire to strongly prepare this class for middle school. These interventions efforts were successful with all scholars showing significant progress. Second trimester data showed STAR reading "at or above grade level at 46.4% which moved to 58.2% by end of third trimester. Math saw similar achievement gains with second trimester data showing STAR math at 55.4% "at or above grade level" which moved to 67.3% by end of third trimester.

The LEA continues to make significant progress in the area of facilities rehabilitation planning since the last LCAP was written. The three year facilities improvement grant (Prop 51), has been merged with a robust Department of Defense PSMI facilities grant. The facilities rehabilitation grant design morphed from the original \$780K project to a 40+ million dollar design. A memorandum of understanding was developed between Manzanita and Lompoc Unified School District (the LEA's chartering agency), paving a way forward on this project. The LEA anticipates breaking ground on the rehabilitation/new build project sometime between April-June of 2024. Design plans to the CA Division of State Architects (DSA) have been submitted and approved. A new 'swing space' for Manzanita staff and scholars is being designed to ensure school program continuity throughout the facilities project.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Similar to the above Successes section, this section is addressing relevant data from the 2022 SBAC and Renaissance STAR assessments, 2022 Dashboard, local data, and stakeholder input.

Based on the 2022 Dashboard, chronic absenteeism rates and English Language Learner academic performance were indicated as areas requiring significant improvement. Manzanita leapt from a 8.3% to 21.6% chronic absenteeism with English Learners, Hispanic, and socioeconomically disadvantaged students showing "Very High" rates of chronic absenteeism. White students, students with disabilities, and students with two or more races showing "High" rates of chronic absenteeism. Steps taken this year include home visits by office administration, PAWS/PBIS rewards recognizing positive attendance patterns, focusing on attendance patterns school-wide, collecting and acting on real-time attendance data on a weekly basis, and continuing to make school a welcoming and engaging place for all our scholars. In addition, the LEA has trained its maintenance team on the most updated OSHA sanitation methods which are implemented, school-wide, to ensure virus control for illness spread on the campus.

While the LEA's overall performance of all students on state assessments has historically been strong, Manzanita now shows that all student groups are underperforming relative to those prior assessments. With the 2022 Dashboard, the Academic Performance category English Language Arts indicator shows that English Learner students are performing in the "Very Low" range for both ELA and Mathematics. Manzanita's EL learners represent the population most in need of learning gap recovery. In addition, based on the LEA's local and external state assessment data, overall student achievement has certainly been impacted by pandemic realities. All subgroups have shown some achievement decline when compared to pre-pandemic days. While Manzanita scholars are keeping pace (or sometimes out performing their peers statewide and locally), these new performance gaps now represent LEA areas of focus and need. The LEA will address the needs represented here with a variety of actions and services in the LCAP.

Some of these actions are related to improved assessment and targeted interventions for scholars. Other actions are related to increased staffing support and training for teachers in the area of learner centered instruction (Win-Time). During the 2021-22 school year, MPCs created a more robust 'essential electives program' which includes weekly instruction by credentialed teachers in the areas of visual and performing arts, outdoor education, PE, and STEM/Robotics/Computer Education. These "essential elective courses" are offered to all TK-6 scholars and taught to help support grade level ELA and MATH standards. The LEA's educational philosophy includes the idea that an 'enrichment' program is not a supplemental educational design, but rather a key partner intended to support core curriculum.

The school's new Intervention Team meets regularly to (a) examine reading data (b) make recommendations for individual student reading intervention needs (c) track and report all reading performance data per trimester. A learner centered approach involves campus-wide collaboration and teamwork on a daily and weekly basis between classroom teachers and paraprofessionals working in their rooms. Targeted professional development training in the area of best practices for small group instruction is still needed to accommodate this approach. Other improved instructional approaches include vertical teaming and alignment in the areas of writing and grammar and an expanded literacy (reading) commitment school-wide. This commitment includes several multi-tiered small group and individual reading

supports ( Heggerty, Sound Partners, Benchmark Phonics Intervention, Freckle, RAZ kids, Project Read, and Dibbles). During the 22-23 school year, the LEA provided additional Benchmark Advance training to all grade levels to better assist with aligning classroom instruction with intervention approaches. Manzanita will continue its successful math "learning camps" held after school with the LEA's extended learning days during the 23-24 school year.

An area of concern that has distinctly emerged this year related to school climate is the social emotional well being and mental health of its scholars and staff. All stakeholder groups loudly and clearly called out the need for a more 'whole child' educational response, with a particular focus on supporting the family unit. Surveys and meetings with stakeholders repeatedly discussed the continued impact that the COVID-19 pandemic has had on the lives of its students and the school community. Students and families have expressed needs in the areas of increased play and socialization opportunities, extended learning that includes creative and artistic outlets, as well as increased counseling and community services for students (and adults) with primary concerns in the areas of anxiety, depression, and family finances. School discipline policies and approaches are just beginning to be re-examined and explored. Manzanita staff also communicated the need for a return to professional learning community work which includes team data analysis, trust building, and professional development opportunities involving crisis control, small group curriculum teaching approaches, and reading/writing strategies for all age groups. Finally, Manzanita staff also shared their need for more inspirational, relational and strategic professional development opportunities that will help team synergy and efforts on campus.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

MPCS will continue to focus on three areas identified as overarching, driving priorities of the LEA as the main goals in this LCAP:

Goal 1: Increased instructional achievement and innovation to design learning environments which support the whole child

Goal 2: Increased social emotional support and student engagement

Goal 3: Staff engagement in valuable, high quality professional learning that assists in meeting the LEA's overarching academic and social-emotional goals.

The following LCAP highlights support Manzanita Public Charter School's main, educational priorities:

### EDUCATION PROGRAMS

MPCS offers a variety of programs and supports specifically for unduplicated pupils (English learners, foster youth, low income pupils, and re-designated English learners [Fluent English Proficient]). These supports include highly trained classroom teachers at the school site, technology specifically targeting access to learning platforms which support reading and mathematics instruction, daily counseling/mental



health support for students, essential enrichment programs, frequent data analysis, small group and individualized intervention programs, trimester assessments to monitor progress, individualized learning paths and online curriculum, positive attendance support, and positive behavior intervention supports.

In addition, MPCS also offers additional instruction with credentialed teachers in the area of art, music, STEM, and physical education at its site which enables teachers to meet in Professional Learning Communities to collaborate around scholar learning. During 'essential enrichment' classes, which are grade level blocked on the school's master schedule, classroom teachers are able to meet daily in their grade level teams to study data and plan accordingly. These essential enrichment teachers have also formed their own PLC, and collaborate with each other to coordinate state academic standards with the 'essential enrichment' class programs.

## INTERVENTION SUPPORTS

WINTIME (What Students Need) continues to provide a scheduled 45 minute block of intervention/enrichment time for all scholars 4x per week. During the 2022-23 school year, WINTIME was dedicated to school-wide reading support. The WINTIME model includes paraprofessional support in every classroom during this block of time to assist the credentialed teacher.

MPCS also continues to implement a Multi-Tiered Systems of Support (MTSS) model. The teacher on Special Assignment (TOSA) works closely with site administration and the MPCS Intervention team (members include administration, school psychologist, and SPED resource teacher) to identify and allocate educational resources to appropriate students at the school-with a strong focus on English learners, foster youth, students with disabilities and/or students who are low income and are performing below grade level. The TOSA and Intervention Team monitors Tier 1 general education scholars who are below grade level in reading and writing. One of the main duties of this position is to gather, monitor and share data of students in at-risk groups. (English learners, students with special need, low income, homeless, and foster youth). The LEA will also offer services and programs that are aligned with LCAP goals to serve all students such as collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties, and LEA benchmark assessments (Renaissance STAR) to monitor the progress of all students.

MPCS has scholars from each of the designated student groups (English learners, students identified as low income, homeless and foster youth, and re-designated English learners [fluent English proficient]). In addition, the LEA has banked minutes to allow for an early student dismissal day for our teachers to meet in Professional Learning Communities (PLCs) to improve practice, use data to drive instruction, and target intervention to the needs of individual students, especially English learners, foster youth, students with disabilities, and/or students who are socio-economically disadvantaged. The daily bell schedule has been adjusted to enable teachers to meet 4X weekly (for at least 40 minutes) in PLCs with the guidance of site administration, leadership team members, and the TOSA.

## PROFESSIONAL DEVELOPMENT

After evaluating the 2022 CAASPP and ELPAC achievement numbers, as well as CA Dashboard data, the LEA determined that a deep dive into classroom instructional practices was needed. The Manzanita instructional staff spent two PD days being introduced to the work of John

Hattie in Visible Learning, based on his meta-analyses of effect sizes on student learning. The training involved staff in reconnecting with their passion for teaching and learning as well as assisting each member in gaining a better understanding of how their colleagues enjoy and effectively work in teams.

Prior to this school year, the entire Manzanita staff attended a weekend retreat to learn more about WIN Time, a school wide learning approach designed to fearlessly transform a school by creating a roadmap to create its own Win system. An additional instructional block for WINTIME (What students need) was implemented which allowed for targeted small group instruction (intervention and/or enrichment) 4 days per week. The LEA's data showed the most need in the area of reading, so Win Time focus became reading comprehension and fluency. WIN Time was embedded into the master schedule, with teachers and support staff being accessible for scholars for additional help and guidance for reading support. As Win Time began developing its own data, A school intervention team was organically born to begin organizing an assessment system to track Tier 1 and 2 reading results. The new intervention team is composed of site administration, TOSA, school psychologist, EL coordinator, SPED teacher, and classroom teachers. The intervention team tracked quarterly assessments and determined next steps to address grade level and individual reading needs. The primary focus for this group was improving grade level reading scores across all grade levels.

## SCHOOL-WIDE LITERACY

The school's literacy leadership team, under the leadership of the school Principal, is responsible for creating and monitoring the comprehensive literacy plan and setting goals for literacy in the school.

The music and/or theatre arts instruction for all students in grades TK-6 is a program that is showing great success. Research shows music and theatre education prepares students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. The LEA provides its scholars with 2 annual musical play audition and performance opportunities. Elementary Physical Education instruction from a credentialed teacher with the support of a trained, classified instructional assistant is also provided. The LEA recognizes that a physically active child is more likely to be academically motivated, alert, and successful. A STEM and Outdoor instruction model was added in the 2021-22 school year to provide additional weekly instruction in grades TK-6 for scholars. Both programs enhance student opportunities to gain hands on experience in science and math state standards competency. In addition, both programs have showed tremendous engagement success with the school's special education and GATE scholars.

## SOCIAL-EMOTIONAL WELLNESS

Social emotional well-being of scholars is prioritized in this LCAP. All stakeholders have participated this year in discussions on the social emotional needs of scholars and families. The results of these conversations involved the selection of a social emotional curriculum which was delivered to all scholars. We will continue our implementation of Positive Behavioral Interventions and Supports (PBIS) to focus on school climate. The SPED school psychologist position is now being funded as a full-time role. The LEA will also continue to fund its LEA counselor 5 days per week and has increased counseling hours from 5.5. to 6.5 hours daily. Students in at-risk groups (English learners, low income, homeless and foster youth, and students with special needs) will be prioritized for services. The MPCs staff also attended a "Capturing Kids Hearts" PD training which focuses on the belief that building strong campus relationships serves to remove barriers to student learning.



## FIELD TRIP PROGRAM

Based on family survey feedback, Manzanita continues with its robust, grade level, field trip offerings during the 22-23 school year. Scholars visited museums, tide pools, Ropes courses, aquariums, parks, STEM day conferences, Vandenberg Space Force Base, and apple orchards. During each field trip experience, MPCS scholars were provided with real world learning opportunities which correlated with grade level standards. Families and students alike communicated a strong commitment and desire for the "essential elective" programs which Manzanita will continue to grow and fund. Due to strong community demand, Manzanita also began the process of writing a material revision to its Charter for a Grade 7 and 8 program expansion.

Manzanita's return to a hands-on mathematical teaching and learning approach, coupled with its new STEM program design, resulted in MPCS scholars achieving a 2nd place finish (out of 16 schools) at the 2023 Northern Santa Barbara County Math SuperBowl.

## SCHOOL COMMUNITY EVENTS

The Manzanita community successfully organized several family friendly events including a Pumpkin Patch, Winter Wonderland, Literacy Night, Talent Show, two student led musical plays, and Open House during the 2022-23 school year.

## FACILITIES REHABILITATION PROJECT

On the business side of the LEA house, Manzanita successfully moved its operations to the charter management company Delta Managed Solutions, Inc. (DMS). DMS is an employee owned charter school business services firm who will provide a comprehensive set of back office, administrative, and finance services to MPCS. The LEA is also in its third year of working with the Department of Defense (PSMI grant), the California Department of Education (Prop 51), and the charter's authorizing local agency (Lompoc Unified School District) on a 40 million dollar facilities rehabilitation project set to break ground in Spring of 2024. Progress continues to made, with the CA Division of State Architects (DSA) recent approval of the overall campus design and funding issues being resolved. Manzanita also formed a partnership with the Central Coast's non profit organization, The Children's Creative Arts Project. This new partnership will involve Manzanita and CCAP working together to create an after school program designed with ARTS exposure that includes classroom workshops, performance based projects, and homework support.

## 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 LEA is not recommended for comprehensive support and improvement

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

MPCS sent out LCAP educational partner engagement surveys to parents, teachers, and support staff with the intent to gather feedback and suggestions related to the development of this LCAP. During regularly scheduled staff, School Site Council, and Parent Advisory Board meetings and PLC's, employees and members were asked to share their LEA improvement perspective through discussions held throughout the school year.

Additionally, the Manzanita staff, school site council, parent advisory board, and governance board participated in a 'vision' planning session, which included an exercise by which they were asked to focus on the school's EL learner population. After reviewing the 21-22 achievement data, it was determined that the lowest achieving subgroup at Manzanita was the school's EL learner population. At these meetings, each group was asked to write their "ideal actions" to improve support and achievement for this subgroup. These new actions were prioritized and included in this LCAP, along with other suggestions stemming from data and real world experiences on the campus.

Throughout the year, the LEA has reviewed student data and circumstances related to the waning pandemic establishing a perspective from which to view its strategic planning. From early Fall through late Spring, school leadership met regularly to engage in strategic planning processes in support of the LCAP development. We reviewed the LCAP survey results while identifying common trends and suggested actions and services. This process helped establish the priorities of focus based on existing data, student need, and educational partner input.

The LCAP and Annual Update Educational Partners Engagement process began with an examination of Renaissance STAR data, attendance and discipline data, ELPAC performance, surveys, and Smarter Balanced (SBAC) data.

Based on the summative results of this data, stakeholders were invited to provide feedback on the plan goals, action steps, and individual targets for each of the goal areas with a focus on the school's English Learner (EL) scholars. Strengths and areas for future growth were identified through this process, and academic, as well as social emotional direction, will be revised and updated to reflect the feedback.

Two educational partner surveys were conducted during the 2022-23 school year. The first survey was conducted in Fall of 2022 and involved all educational partners on each of the eight state priorities and the importance of each as viewed through their perspective. Additionally, during early Fall of 2022, Scholars in Grades 3-6 completed a CA Healthy Kids survey during classroom time. With the second educational partner survey, conducted in Winter of 2023, parents/guardians were asked to share their thoughts on the engagement, quality, and safety of the LEA's school programs. Finally, a staff survey was given, in April of 2023, to help determine school culture strengths and needs of the LEA.

These educational partner meetings focused discussions on the following topics:

What do you feel is going well at the school? What is working? What do you appreciate about the school?  
 What do you feel is a top concern at your school? What are you glad is here, but could be improved upon?  
 What areas do you feel the school needs to be even better? How can we improve the school experience for all scholars?

Educational Partner groups participated in the LCAP process on the following dates:

11/9/2021-Manzanita employee survey conducted. Results of survey shared and discussed at 12/2 Staff PD meeting and again at 12/15/22 Governance Board meeting.  
 12/10/21 - Manzanita parent survey released. Results of survey shared at 1/26/22 Governance Board meeting; School Site Council meeting on 1/27/22 and Staff PD meeting on 1/26/22.  
 3/9/22 and 3/16/22- Classified and Certificated staff given first and second trimester achievement data. PD activity with analysis of data activity with recommendations for LCAP actions to address data results.  
 3/24/22- School Site Council meeting with analysis of achievement data to date with recommendations for LCAP actions to address learning gaps.  
 04/04/22- Grade 3-6 Scholar survey released.  
 05/18/2022-LCAP goals/plan powerpoint presented to Governance board for discussion  
 6/15/2022- LCAP Action Item for Approval  
 11/1/2022 California Healthy Kids Survey (CHKS) administered to Grades 3-6I. Results of survey shared at February 1, 2023 board meeting  
 11/1/2022 California School Parent and Staff survey administered. Results of survey shared at February 1, 2023 board meeting  
 1/18/2023 Local Staff and Educational Partner survey administered. Results of survey shared at March 1, 2023 board meeting  
 3/1/2023 Results of surveys also shared at School Site Council meeting on 3/23/23, and Staff PD meeting on 2/22/23.  
 5/31/2023 Results of staff climate survey shared at Special Board meeting

A summary of the feedback provided by specific educational partners.

During Manzanita's educational partner engagement process, we asked for input related to evaluating both our 2021-22 and 2022-23 LCAPS, reviewing current trimester local data, as well as input to help guide future planning.

The summary of survey feedback related to our learning programs was as follows:

THE SUMMARY OF STAFF FEEDBACK REGARDING MANZANITA'S OVERALL LEARNING PROGRAM DESIGN:

Instructional staff gave mostly positive feedback on its master schedule which includes WINTIME. Grade levels 3 and 4 requested changes in their ELA blocks. Staff suggested flexibility in scheduling of individualized Educational Programs (IEP's), 504's, and Student Study Teams (SST's) to occur mainly on minimum day Wednesdays when possible. Staff strongly requested using consistent assessments (STAR Renaissance) to be able to track student progress, and recommended tighter pacing planning with grade level teams. Requests to organize around grade level essential standards was mentioned frequently. A more formalized approach, with agreed upon norms, to weekly PLC and staff meetings was requested.

The common trend that emerged in this overall section is instructional staff demonstrated high levels of compromised physical, mental, and social health behaviors. Previously, the concept of health was based on a societal view of "normalcy." The COVID-19 shifted the LEA's view of 'normalcy' making it challenging to recognize and adequately address the staff 'burnout' which began during the 21-22 school year.

#### THE SUMMARY OF SURVEY FEEDBACK AS IT PERTAINED TO ACADEMIC, SOCIAL EMOTIONAL, AND MENTAL HEALTH STUDENT SUPPORTS

Parents continue to express genuine concern about the long term mental health impact the pandemic has had on students. They pointed to a need for increased social interaction opportunities for students. They also expressed a strong desire for as much enrichment learning as safely possible-including outside play and hands on learning with limited access to technology devices. Parents continually expressed great appreciation for the support that was provided by staff both academically and emotionally, and that their experiences with bilingual and other support staff was very helpful. In general, parents expressed a need to expand services and promote pro-active approaches by counseling staff and support personnel throughout the LEA to meet the social- emotional needs of scholars.

Parents continue to support a desire for strong enrichment activities including field trips, clubs, and project based 'stretch' activities that can be offered at home. A parent group continued to meet and presented to the governance board the possibility of expanding Manzanita's charter school to a UPK-8 model. The Manzanita parent community continues to request a UPK-8 educational model to be adopted. In the areas of safety, families communicated satisfaction with how the LEA handled COVID-19 safety/health demands, but requested a more comprehensive safety model concerning active shooters and physically equipping the campus with better entrance barriers.

#### SUMMARY OF SURVEY FEEDBACK RELATED TO SCHOLAR AND FAMILY OUTREACH:

Parents expressed the value of the Parent square app as an important tool with ongoing communication flow. They appreciated weekly posts and, in particular, cited administrative decisions regarding communications which were "post" worthy versus "alert" worthy and appreciated decision making in this area so that every communication was not deemed 'urgent'. Parents also appreciated regular checkins with teachers and support staff and want to see a continued effort to ensure all communications are available in Spanish.

Staff also mentioned the effective use of Parent Square along with upper grades mentioning Google Classroom as an effective communication platform.

#### SUMMARY OF SURVEY FEEDBACK RELATED TO CRITICAL PROGRAMS AND SERVICES

Parents continually expressed their desire for students to have access to social emotional resources and services. They mentioned the need to have scholars held accountable for learning and that they needed the school to assist them with this accountability. Parents praised our support services (counseling, intervention, SPED, and ELD) focusing on underperforming students; however, parents did sometimes express confusion on how to access these services. Parents expressed that the LEA needed to continue to focus on ways to increase learning opportunities. Parents also called for increased academic support, tutoring, and after school hours to meet the needs of specific student

groups. Parents and students also expressed a desire to see more clubs and extension activities as well as continued support for school uniforms.

Staff feedback for the 22-23 school year centered around a return to tighter, grade level curriculum pacing, strategic vertical teaming, weekly, grade level data evaluations and discussions, and a desire for ongoing, behavioral intervention strategies and support. Staff also expressed the need for setting professional behavior norms with peer interactions and meetings. Also communicated was the need for a school-wide technology plan, a new math adoption for grades 4-6, and continued access to quality professional development.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Manzanita's stakeholder feedback was critical in the development of this LCAP. Throughout this school year, it was this feedback that kept the LEA headed in the right direction, and it is this feedback that is steering future courses of action. Based on this feedback and other pertinent data, the LEA is including specific action to provide continued extended learning opportunities which include arts, robotics, engineering, and outdoor and physical education programs. Community and educational partners continue to call out the need for fluid academic interventions that address unusual learning gaps brought on by Pandemic realities.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

MPCS has developed this goal because it represents the core values of our LEA in terms of what we believe we should provide all students. We possess high expectations that all our scholars can learn and be successful. We also know we can help students who are not finding academic success if given the support necessary to achieve it. Manzanita is strongly committed to ensuring that its scholars receive high quality classroom instruction and are able to access this high quality instruction in equitable and strategic ways. The actions and data below relating to academic focus, student assessment and monitoring, interventions and supports, and expanded learning opportunities speak to the LEA's mission of closing learning gaps for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with scores of "Meets" or "Exceeds" on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP)  Priority 4	No current baseline available due to the suspension of the CAASPP for the 2019-20 school year. The baseline will be established on YEAR 1 outcome line after the results for the 2020-21 CAASPP administration	2020-21 CAASPP ELA DATA  49.56% met or exceeded standards 24.78% nearly met standards 25.66% did not meet standards	2021-22 CAASPP ELA DATA  48.37% met or exceeded standards 24.8% nearly met standards 26.83% did not meet standards		55% or higher will meet or exceed ELA CAASPP standards



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with scores of "Meets" or "Exceeds" on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP)( Priority 4	No current baseline available due to the suspension of the CAASPP for the 2019-20 school year. The baseline will be established on YEAR 1 outcome line after the results for the 2020-21 CAASPP administration	2020-21 CAASPP MATH DATA  38.94% met or exceeded standards 33.19% nearly met standards 27.88% did not meet standards	2021-22 CAASPP MATH DATA  35.37% met or exceeded standards 33.74% nearly met standards 30.89% did not meet standards		55% or higher will meet or exceed MATH CAASP standards
Renaissance STAR-Elementary  %of 2-6th grade students as meeting or exceeding grade level standards for ELA and Math on the May administration (third trimester) of the STAR assessments for reading and Math  Priority 8	May 2020-21 STAR Results  ELA: 59.9%  MATH: 63%	May 2021-22 STAR results  ELA. 56.8%  MATH 67.9%	February 2023 STAR results  ELA. 55%  MATH. 70%		ELA: 65% Math: 68%
Renaissance STAR-Early Literacy  %of TK-1 grade students as meeting or exceeding grade level standards for	May 2020-21 STAR Results  Kinder ELA: 62.5% First ELA: 60.9 First MATH: 76.6	February 2021-22 STAR-EARLY LITERACY  Kinder ELA 73% First ELA. 76%% First MATH. 83.2%	February 2022-23 STAR-EARLY LITERACY  Kinder ELA 72% First ELA. 67% First MATH 82.6%		ELA: 63% Math: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA and Math on the May administration (third trimester) of the STAR assessments for reading and Math</p> <p>Priority 8</p>	<p>Second ELA: 50%</p> <p>Second MATH: 33.8%</p>				
<p>% of EL students either moving one level, maintaining their current level for only a second year, and/or meeting reclassification criteria based on the Summative ELPAC.</p> <p>Priority 4</p>	<p>No current baseline available due to the suspension of the Summative ELPAC for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 Summative ELPAC administration.</p>	<p>ELPAC Summative results Growth from 2020-21 follows:</p> <p>First.: +13 Second: +29 Third: +7 Fourth: +25 Fifth: + 15 Sixth: - 11</p>	<p>ELPAC Overall Summative Level Results from 2021-22 as follows:</p> <p>MANZANITA STATE of CA Level 1: 5.97%. Level 1: 19.79% Level 2: 43.28%%. Level 2: 32.57% Level 3: 41.79%%. Level 3: 33.66% Level 4: 8.96% Level 4: 13/98%</p> <p>1=minimally developed 2=somewhat developed 3=moderately developed 4=English proficient</p>		<p>60% of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria on the Summative ELPAC</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners reclassified as English Proficient  Priority 4	2019-20 results  LEA Overall:	2020-21 Results  10.2%	2021-22 Results  1.2%		The % of English Learners reclassified (RFEP) =
% of targeted support students meeting their site defined growth target  TK-6  ELA Reading-making progress to "benchmark" as measured by site reading assessments  Trimester essential standards-70% mastery or above  MATH Trimester Math essential standards-70% mastery or above	Due to the impact of COVID-19 on our school schedules and structures in order to provide for distance learning and ultimately, full-time in person learning; interventions were not structured or tracked as in a traditional year. Therefore, baseline data will be set in Year 1.	Due to the continued challenges of COVID-19 and getting back to normal operations, Essential Standards mastery progress was not carefully tracked this school year. Plans are in place to review essential standards for better vertical team alignments and return to this practice during the 22-23 school year.	Due to the continued challenges of COVID-19 and getting back to normal operations, Essential Standards mastery progress was not carefully tracked this school year. Plans are in place to review essential standards for better vertical team alignments and return to this practice during the 23-24 school year.		60% of targeted support students will meet their site defined growth targets.
Implementation of the academic content and performance	The LEA fully implements all California state adopted standards;	The LEA continues to fully implement all California state adopted standards;	The LEA continues to fully implement all California state adopted standards;		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards adopted by the State Board  Priority 2	Common Core ELA and Math; English Language Development; Next Generation Science Standards; History and Social Science; as well as Visual and Performing Arts, and Physical Education.	Common Core ELA and Math; English Language Development; Next Generation Science Standards; History and Social Science; as well as Visual and Performing Arts, and Physical Education.	Common Core ELA and Math; English Language Development; Next Generation Science Standards; History and Social Science; as well as Visual and Performing Arts, and Physical Education.		
How programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic knowledge and English language proficiency  Priority 2	English learners gain academic knowledge and English language proficiency	English learners are given 30-40 minutes of daily EL instruction aligned to Benchmark Advance, the school's board adopted LEA curriculum.	English learners are given 30-40 minutes of daily EL instruction aligned to Benchmark Advance, the school's board adopted LEA curriculum.		
Student access and enrollment in all required areas of study  Priority 7	Students have access and are enrolled in all required areas of study as monitored through Ca Pads and OASIS (SIS)	Students have access and are enrolled in all required areas of study as monitored through Ca Pads and OASIS (SIS)	Students have access and are enrolled in all required areas of study as monitored through Ca Pads and OASIS (SIS)		Maintain
A broad course of study that includes all the subject areas described in Section	Students have access and are enrolled in a broad course of study including PE, Art,	Students have access and are enrolled in a broad course of study including PE, Art,	Students have access and are enrolled in a broad course of study including PE, Art,		Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
51210 and Section 51220(a) to (i) as applicable  Priority 7	Drama, robotics, engineering, and outdoor/biological science extension classes as monitored through CalPads and OASIS (SIS)	Drama, robotics, engineering, and outdoor/biological science extension classes as monitored through CalPads and OASIS (SIS)	Drama, robotics, engineering, and outdoor/biological science extension classes as monitored through CalPads and OASIS (SIS)		
Programs and services developed and provided to unduplicated pupils  Priority 7	<p>The LEA provides open access for all grade levels to extension and intervention programs as shown in the school master schedule and monitored through CalPads and OASIS (SIS)</p> <p>The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)</p>	<p>The LEA provides open access for all grade levels to extension and intervention programs as shown in the school master schedule and monitored through CalPads and OASIS (SIS)</p> <p>The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)</p>	<p>The LEA provides open access for all grade levels to extension and intervention programs as shown in the school master schedule and monitored through CalPads and OASIS (SIS)</p> <p>The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)</p>		Maintain
%Teachers are appropriately assigned and	2020-21 rates:  100%	No Williams Acts complaints were made	No Williams Acts complaints were made		Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed in subject areas  Priority 1					
% Students have sufficient access to standards-aligned instructional materials  Priority 1	2020-21 rates:  100%	No Williams Acts complaints were made	No Williams Acts complaints were made		Maintain
School facilities are maintained in good repair  Priority 1	2019-20 FIT Report Data  MET Standard (some deficiencies-mostly ceiling and floor tiles-O Extreme deficiencies	No Williams complaints were made  An MOU between Lompoc Unified School District and Manzanita Public Charter School was signed in January of 2021, allowing joint work on federal and state facilities grants for a 40 million dollar rehabilitation project currently underway.	PSMI and Prop 51 grants approved and funded. Manzanita rehabilitation project scheduled to break ground in Spring of 2024.		Maintain or improve

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	Common Assessments for Instruction and Intervention	Identify common assessments across the LEA to analyze in order to inform instruction, monitor student progress, and to identify students needing further assessment or interventions.	\$255,894.00	No
<b>1.2</b>	Response to intervention staffing	Provide all students identified for intervention with targeted strategies for support	\$181,534.00	Yes
<b>1.3</b>	K-6 Summer SPORTS Program for low-income students	Implement a summer sports enrichment program for Grades K-6 students focusing on the LEA's low-income student population	\$40,000.00	No
<b>1.4</b>	Essential Enrichment Learning Programming	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
<b>1.5</b>	English Language Development (ELD) Support	Provide translation support and access to community/school/district resources through bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTEL).	\$112,000.00	Yes
<b>1.6</b>	Extra Support for Foster/Homeless Students	Bilingual front office person conducting daily outreach to EL and Hispanic community. Small Group and Individual Tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.	\$59,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Extended learning days	The LEA will offer after school, targeted math instruction for SED, EL, and SpEd scholars	\$128,000.00	Yes
1.8	Restructuring Instructional Time-On Site intervention	Time is built into the school day for all teaches to meet 4x per week for at least 40 minutes. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-risk groups (English Learners, foster, homeless, low income, special education). The schools's Data team (administration, TOSAS, EL Coordinator, school psychologist and resource teacher) analyze student intervention data regularly with a prioritized focus on at risk students (English Learners, homeless, foster, low income, and students with special needs). Funds are also used to compensate TOSA positions, increased school psychologist time, and paraprofessional positions to support WINTIME.	\$109,448.00	No Yes
1.9	Extended Learning Opportunities - Instructional Assistants in kindergarten	Instructional assistants will be placed in full day TK and kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to at risk students (English Learners, homeless, foster, and low income students).	\$43,200.00	No
1.10	Family liaison specialist position (THIS ACTION DID NOT HAPPEN DUE TO CHANGING DEMOGRAPHICS)	The family liaison will focus on the Multi-Tiered Systems of Support System (MTSS) to focus on the academic and social emotional needs of our at-risk students (English learners, homeless, foster youth, students with special needs, and low income students). This	\$12,000.00	



Action #	Title	Description	Total Funds	Contributing
		person will also focus on Positive Behavioral Interventions and Supports (PBIS) systems to focus on behavior and social emotional needs of our at risk students (English learners, homeless, foster, students with special needs, and low income students). Military scholar needs, which include transitional support as well as social emotional support for deployed families, will also be addressed by this support person.		
<b>1.11</b>	EL professional development	Principal and EL Coordinator will provide and/or coordinate ongoing professional development to classroom teachers, instructional assistants, teacher tutors, and language specialists related to implementation of ELA/ELD standards in order to ensure the success of English learners.	\$38,650.00	
<b>1.12</b>	EL Instruction	English language development teacher tutors and classroom teachers will provide support and instruction to students who are English learners through a variety of means, including: in class, through small group instruction, in one-on-one sessions, and through other instructional delivery styles. Each student's instruction will be organized around meeting their particular needs. \$\$\$\$ of this total is the required apportionment to improve or increase services to unduplicated pupils. The allocation of staff to serve exclusively this population, exceeds the requirements and will be fully spent at the end of each fiscal year.	\$225,000.00	Yes
<b>1.13</b>	EL instructional materials	Principal or EL Coordinator will provide high-quality instructional materials to teachers and language specialists to use with students who are English learners in order to ensure student success and mastery of English. In	\$20,000.00	

Action #	Title	Description	Total Funds	Contributing
		addition, materials specific for this population will be obtained throughout the school year.		
<b>1.14</b>	Expansion to a Grade 7 and 8 instructional model	Superintendent will work with parent community, staff, and governance board on preparing a Material revision package to its existing charter petition authorized by Lompoc Unified School District.	\$10,000.00	
<b>1.15</b>	Establish School-wide Homework Policy	School Principal will work with instructional staff on creating a school-wide Homework policy which aligns with educational best practices and implements homework policy for the 2023-24 school year.	\$0.00	No
<b>1.16</b>	The purchase of updated ELA curriculum which includes Science of Reading strategies for EL and other unduplicated students	Site administration, TOSA, and Intervention team will work with instructional staff on PD trainings around the organization, implementation, and classroom delivery of the new Benchmark Curriculum.	\$105,000.00	No

## Goal Analysis [2022-23]

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

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

A Family Liaison Specialist position was not established during the 22-23 school year. Historically, Manzanita has represented a high unduplicated count of EL and Socio-economically disadvantaged students. However, as these demographic numbers have dropped substantially, the need for an additional support person was not warranted. The LEA also increased the school psychologist and school counseling hours to address this need. All other actions were implemented primarily as planned.

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 material differences exist with goal between budgeted and actual expenditures or between improved and estimated actual percentage of improved services.

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

The LEA made a deeper commitment to these specific actions as Pandemic illness challenges ebbed. All community partners agreed that EL learner academic performance represented the most concerning learning gap at the school. To that end, all classroom teachers were trained in Benchmark ELD and have been delivering lessons in support of English Language learners in their class or grade level. The addition of Heggerty language curriculum is now providing additional work on English phonemes for all EL learners. The collective delivery of systematic phonics, which is Project Read, Sound Partners, and UFLI, was also added as interventions for EL learners. Dibbles assessments were included to determine specific needs of EL learners.

It was also determined that Instructional Assistants who were hired during the Pandemic required additional training in the areas of reading instruction in order to be more effective with intervention efforts. This training took place during Wednesday mornings (the school's half day schedule), as well as additional PD in the areas of behavior management and classroom professionalism.

As overall academic achievement for all Manzanita learners has been compromised due to Pandemic realities, all actions which support Goal 1 are now able to be fully implemented with fidelity. These actions are producing steady academic improvements for all grade levels according to local assessments such as STAR Reading and Math as well as Benchmark Unit tests.

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

The LEA remains focused and committed to its planned goal of 55% or higher of its scholars exceeding or achieving proficiency in the areas of Mathematics and ELA. This 55% metric was achieved prior to the pandemic. EL learner performance also remains a concern and the desired outcomes for this population is to see the significant learning gap shrink over time. The LEA has decided to invest in the purchase of a new, updated version of its ELA Benchmark Advance curriculum. Aligned with the "Science of Reading" research, Benchmark Advance is a core language arts program that provides cohesive structure for the development of literacy skills and content knowledge. Nationwide, Benchmark Advance students have shown 2.5 times more growth in proficiency, with sustained gains across all demographics including EL and other disadvantaged learners. Along with updated Benchmark Advance curriculum, Manzanita's planned actions will continue, and the school will track improvement on its accountability measures with regular evaluation of its interventions and desired outcomes. At a minimum, the school Principal will update the Superintendent and Governance Board each trimester with local educational data performances for all subgroups.

**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.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

MPCS developed this goal because it aligns with our LEA focus on student support and engagement. Scholars garner more academic and social emotional resiliency when the school and family partnership is strong. The COVID-19 pandemic highlighted the critical importance of this partnership. The metrics below reflect solid benchmarks around the achievement of, or progress towards this milestone. Manzanita believes the actions focused on providing social-emotional and mental health support, along with improving engagement through improved attendance and high interest academic enrichment experiences, will help us achieve this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MPCS Chronic Absenteeism %	2018-19 Chronic Absenteeism rates:	2020-2021 Chronic Absenteeism Rates	2021-2022 Chronic Absenteeism Rates		By 2024, MPCS will keep chronic absenteeism to 7% or less
Priority 5	Chronically absent  Socio-economically disadvantaged: 10.9% Hispanic: 9.7% Students with Disabilities: 10.7% English Learners: 6.1% White: 6.2%	Manzanita 9.8% Lompoc Unified 18.0% Santa Barbara County 9.1% Statewide 14.3%	Manzanita 21.6% Lompoc Unified. 37.4% Santa Barbara County. 29.8% Statewide. 30.8%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent opinions around school safety and connectedness	January 2021 Survey results:	December 2021 Survey results:	February 2023 Survey Results		Maintain or improve
Priority 6	<p>92% of parents agree that "their scholar's school is a safe place for their child."</p> <p>98% of parents agree "Their scholar's school is a supportive/inviting place for children to learn."</p> <p>100% of parents agree that "Teachers and other support staff go out of their way to help students."</p> <p>62% of families would like to see continued training and support in the areas of bullying awareness and action</p>	<p>87% of families agree that Manzanita is a "very" or "tremendously" safe place for their child.</p> <p>55% of families agree that it is "useful" or "very useful" to engage in frequent communication with their child's classroom teacher</p> <p>87% of families agree that MPCS staff provide excellent support to their scholars in all areas of need</p> <p>88% of families express confidence in administration's ability</p>	<p>94.39% of families reported being 'very satisfied' or 'satisfied' with the school</p> <p>75.79% of families agree that Manzanita is a "very" or "tremendously" safe place for their child</p> <p>86% of families express confidence in the administration's ability to make safety decisions for their child</p> <p>91% of families agree that MPCS staff care "tremendously" or a "great deal" for their child</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>to make school safety decisions for their child</p> <p>78% of families would like to see training and support in the areas of appropriate technology use for children</p>	<p>98.6% of families "approve" of school discipline policies and actions</p> <p>80% of families believe the school is meeting the social emotional needs of its students either "well" or "very well"</p> <p>Parents expressed continued support for school uniforms, an expanded 7th and 8th grade program, and after school enrichment/tutorial support.</p>		
<p>MPCS suspension rate</p> <p>Priority 6</p>	<p>2019-20 suspension rates:</p> <p>3.4%</p>	<p>2020-21 Suspension rates</p> <p>Manzanita 0.0%</p> <p>Lompoc Unified 3.8%</p>	<p>2021-2022 Suspension rates</p> <p>Manzanita. 1.5%</p> <p>Lompoc Unified. 1.5%</p>		<p>Maintain or keep below 1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Santa Barbara County 6.6% Statewide 13.8%	Santa Barbara County .5% Statewide 1.4%		
MPCS expulsion rate Priority 6	2019-20 Expulsion rates:  0.0%	2020-21 Expulsion rates  Manzanita 0.0% Lompoc Unified 0.0% Santa Barbara County 0.0% Statewide 0.0%	2021-2022 Expulsion rates  Manzanita 0.0% Lompoc Unified 0.0% Santa Barbara County. 0.0% Statewide 0.2%		Maintain
Efforts the LEA makes to seek parent input in making decisions for the LEA school site	Manzanita administers a bi-annual parent survey.  January, 2021 results:  91% of parents agree that "Manzanita seeks their input and communicates well with families"  Parent meetings were held monthly, via	Manzanita administers a bi-annual parent survey  Parent meetings are held monthly, in person and on ZOOM, to discuss fundraising needs and volunteer ideas.  Coffee with the Principal meetings are	Manzanita administers a bi-annual parent survey  Parent meetings are held monthly, in person and on ZOOM, to discuss fundraising needs and volunteer ideas.  Coffee with the Principal meetings are		Maintain or improve



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ZOOM, to discuss fundraising options and other volunteer areas	held on a quarterly basis.	held on a quarterly basis.  ParentSquare APP is used to bilingually update parents on all relevant decisions made at the LEA while also seeking input through polls and comments.		
LEA promotes parental participation in programs for unduplicated pupils  Priority 3	Monthly parent meetings were held to gather input: School Site Council; Parent/Teacher/Scholar Advisory Board	Monthly parent meetings and school site council meetings were held to review trimester achievement data for all unduplicated pupils.	Monthly parent meetings and school site council meetings were held to review trimester achievement data for all unduplicated pupils.		
LEA promotes parental participation in programs for individual with exceptional needs  Priority 3	All parents, including parents of students with exceptional needs, are annually informed of school practices and are invited to participate in various stakeholder committees including the following: school site council (SSC);	All parents, including parents of students with exceptional needs, are annually informed of school practices and are invited to participate in various stakeholder committees including the following: school site council (SSC);	All parents, including parents of students with exceptional needs, are annually informed of school practices and are invited to participate in various stakeholder committees including the following: school site council (SSC);		Maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Parent/Teacher/Scholar Advisory Board</p> <p>The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.</p> <p>All second grade parents, and other grade level families new to Manzanita are annually invited to give permission for their scholar to be tested by the school psychologist for GATE designation.</p>	<p>Parent/Teacher/Scholar Advisory Board</p> <p>The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.</p> <p>All second grade parents, and other grade level families new to Manzanita are annually invited to give permission for their scholar to be tested by the school psychologist for GATE designation.</p>	<p>Parent/Teacher/Scholar Advisory Board</p> <p>The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.</p> <p>All second grade parents, and other grade level families new to Manzanita are annually invited to give permission for their scholar to be tested by the school psychologist for GATE designation.</p>		
<p>% of scholars involved and achieving at a 70% or higher level in extension learning classes which support personal passions, happiness, and self awareness</p> <p>Priority 5</p>	Baseline data will be established in Year 1	100% of all TK-6 scholars participated in a minimum of 135 minutes per week of Art, STEM, and outdoor education extended learning classes which supported personal passions and interests. 94% of	100% of all TK-6 scholars participated in a minimum of 135 minutes per week of Art, STEM, and outdoor education extended learning classes which supported personal passions and interests. 97% of		By 2024, 90% of scholars will be achieving at 70% or higher in extension learning classes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		scholars achieved a 70% or higher achievement level in these enrichment courses.	scholars achieved a 70% or higher achievement level in these enrichment courses.		
% of scholars who report, via the CA Healthy Kids Survey, to feeling safe and accepted by their peers and adults at school	Baseline will be established in Year 1	67% of scholars report feeling 'very safe' at Manzanita and 25% report feeling "sometimes safe." 91% report feeling accepted by adults and 72% report feeling accepted by their peers.	67% of scholars report feeling 'very safe' at Manzanita and 25% report feeling "sometimes safe." 91% report feeling accepted by adults and 72% report feeling accepted by their peers.		By 2024, 95% of all scholars will report feeling "Safe" or "Very Safe" and "accepted" by their peers and adults at school.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Chronic Absenteeism response	<p>The Principal, Assistant Principal, health assistant, front office clerk, and school registrar will 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. Attendance progress and results will be reported quarterly to the Superintendent and Governance Board.</p> <p>Significant focus will be given to chronically absent Hispanic, Foster, and/or EL students.</p> <p>The MPCs Maintenance Team will continue to provide OSHA standard cleaning practices to the campus to curtail the spread of contagious viruses.</p>	\$73,500.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	Wellness and Social Emotional Programs and Supports	The LEA will focus on counseling services, behavioral support services, and increased physical education services. These programs will provide activities focused on wellness and social emotional learning including resilience, self-management, social awareness, relationship skills, and physical body awareness and movement. Special focus will be placed on military dependents being welcomed, gaining access, and exited from school programs.	\$9,000.00	No
<b>2.3</b>	SEL-Screener	Utilize the DESSA screener to determine scholar social emotional needs	\$23,750.00	No
<b>2.4</b>	Mental Health Services	Maintain mental health services for scholars with licensed, school counselor position	\$84,870.00	No
<b>2.5</b>	Partnership with SEL Vendors	Continue and expand partnership with The Soul Shoppe in the areas of Peace Maker training anger management, bullying, and racial tolerance for students.	\$2,500.00	No
<b>2.6</b>	Increase school psychologist role	Creation of a full-time school psychologist role to assist SPED families with coordination of community-wide support services.	\$40,000.00	No
<b>2.7</b>	Update school camera system	Invest in a school-wide camera surveillance system as a monitoring tool for staff and student behavior as well as campus visitors.	\$10,000.00	
<b>2.8</b>	Emergency Medical Technician (EMT)	Maintaining state licensure in the areas of health and safety contribute to scholar and staff well-being	\$3,000.00	

Action #	Title	Description	Total Funds	Contributing
	and health assistant Stipends			
<b>2.9</b>	Parent Square Home/School Communication Platform	Continue school/teacher/parent access to Parent Square	\$2,500.00	
<b>2.10</b>	Provide certificated PE teacher for TK-6 scholars	Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of weekly physical education instruction with certificated physical education teacher in grades TK-6. Class sizes with youngest scholars (TK-2) will receive support from a PE Classified Instructional Assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-risk students (English learners, foster, homeless, low-income).	\$28,000.00	
<b>2.11</b>	Social Emotional Focus	Under the direction and with the support of the LEA site administration, Social Emotional Learning (SEL) curriculum will be further identified and implemented to all students TK-6. A committee of administrators, teachers, and counselors, will focus on emotional health and well-being of students as the result of school closure and economic realities such as historic inflation. They will recommend professional development and support the implementation of SEL curriculum to all scholars TK-6 with an extra focus on the LEA's growing military population, students in at-risk groups (foster, homeless, students with special needs, English learners, and low income students). This		

Action #	Title	Description	Total Funds	Contributing
		committee began to be formed in the 2021-22 school year and will continue to meet to discuss best practices in this area. Funds will be spent on staff training, programs, release time and materials		
<b>2.12</b>	Increased safety capacity	Use of golf cart to meet immediate needs of all scholars for medical and social emotional needs on Manzanita's large, expansive campus.	\$10,000.00	
<b>2.13</b>	Parent outreach for EL, low income, military dependents	All parents of students who are English language learners, and/or low income, and who are military dependents will be 1) invited to attend a quarterly parent-teacher conference, 2) will be invited to take part in a yearly comprehensive survey, and 3) will be made aware of the MTSS program with information about how their child might qualify for support through this program. Translation will be made available as needed.		
<b>2.14</b>	Suspension analysis and intervention	Superintendent and Principal will analyze suspension data and facilitate interventions to students at-risk in order to reduce suspensions and maximize time in school for students who have been suspended.		
<b>2.16</b>	Add guest monitoring system as a front office procedure	Implement a front office safety system (Raptor Technologies) which allows for real-time background checks for all visitors as well as a coordination of in-house safety communication, procedures, and drills.	\$10,000.00	No
<b>2.17</b>	School uniform policy commitment	The Principal and Assistant Principal will review and define school uniform policy and communicate decisions to parent community. Free school uniforms will be available based on economic need.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.18	Safety campaign implementation	The Assistant Principal will build and deliver a "See Something, Say Something" safety campaign for the campus. This campaign will include posters, assemblies, and other 'swag' for messaging.	\$5,000.00	No

## Goal Analysis [2022-23]

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

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

The LEA's planned and implemented actions with Goal 2 were primarily met during the 2022-23 school year. Based on the P1 and P2 annual reporting metrics, however, Manzanita saw an increase in chronic absenteeism rates. The LEA has also experienced an increase in staff absenteeism rates as well. The LEA will address attendance concerns in the following ways: (1) an established weekly meeting with school Principal, registrar, and front office bilingual assistant (2) weekly meeting agenda will include attendance tracking for all scholars (3) establish and follow SARB procedures regarding school attendance (4) Principal and HR assistant will meet monthly to review staff attendance (5) Superintendent/HR assistant/Governance Board will establish and review staff attendance expectations language in employee handbook; (5) school Principal will communicate staff attendance guidelines with all staff.

The LEA continues to identify new areas of safety improvements for its campus. Based on community survey feedback and most recent safety guidelines, Manzanita will be implementing a front office safety screener (Raptor Technologies) which allows the school to conduct real-time background checks on all campus volunteers. The new system will also provide a more comprehensive communication system for staff drills and emergencies. Finally, the Assistant Principal will be organizing and implementing a "See Something, Say Something" campaign for the entire Manzanita community.

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 LEA saw no material differences between budgeted and estimated actual expenditures or planned and estimate actual percentages of Improved services.

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

Manzanita's specific actions toward goal number 2 progress were largely effective. The LEA continues to partner with its same vendors which provides continuity of services to all student groups and families. School discipline issues continue to be well managed with no

significant expulsion or increased suspension rates. Community surveys have communicated satisfaction with the number of school-wide events, counseling services, and overall school outreach. Solid progress continues to occur in the areas of social emotional learning support and increased family volunteerism in classrooms.

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

The LEA will continue with its existing goal, metrics, desired outcomes, and actions from the prior year. However, MPCs continues to see work in the areas of consistent school attendance and improving school safety and, as such, has created new actions to support these efforts. The LEA also sees a need in re-defining, and more consistently implementing, school discipline policies for better learning outcomes.

**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.**



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Professional development learning has consistently been a Manzanita priority. The LEA has a rich history of high level teacher PD, including Columbia University (Lucy Calkins), The Reading Recovery Program (Mount St. Mary's), Finland (VisitEDUfinn), the Ron Clark Academy (Essential 55 rules), AVID (Summer Institute), Ruby Payne Poverty Frameworks, Science of Reading, PBIS, and SELPA behavioral and reading training. This goal was developed in conjunction with the school's academic achievement and support goals as well as an LEA priority. The community is in collective agreement that, as a Charter school and school of choice, all staff need access to high quality training and professional development. The actions below focus on professional learning designed to improve academic programs for all students, with a focus on students with disabilities, socio-economically disadvantaged students, and English Learners. The related metrics will help us evaluate the effectiveness and implementation status of our efforts.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers participating with instructional coaching will report the support was valuable	Baseline data will be established in Year 1	40% of MPCS teachers participated in instructional coaching with the LEA's part time TOSA and reported satisfaction with mentoring services in the areas of essential standards tracking, reading intervention, and small group instructional practices.	100% of MPCS teachers participated in instructional coaching with the LEA's part-time TOSA and reported satisfaction with the organizational strategies and work collectively conducted in the areas of intervention tracking, grouping, and small		95% of teachers participating in instructional coaching will report the support was valuable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			group instructional practices.		
% of TK-6 instructional staff trained on AVID strategies that focus on organizational skills, note taking, critical thinking, reading skills, and teamwork.	Baseline data will be established in Year 1	All teachers in Grades 3-6 attended AVID summer institute and attended trainings in the areas of organizational skills, note taking, critical thinking, reading skills, and writing skills.	Most teachers in Grades 3-6 attended AVID summer institute and attended trainings in the areas of organizational skills, note taking, critical thinking, reading skills, and writing skills.		by 2024, 100% of TK-6 instructional staff will engage in extensive professional learning on AVID strategies and approaches in order to support the reading and writing development of all elementary Special Education, English Learner, and General Education scholars.
% of instructional office staff trained on Microsoft Office Suite platforms	Baseline data will be established in Year 1	0% of instructional office staff attended trainings on Microsoft Office Suite Platforms	0% of instructional office staff attended trainings on Microsoft Office Suite Platforms		By 2024, 100% of office staff will be proficient in all Microsoft Office Suite platforms to more efficiently support daily tasks
Maintenance Team OSHA Academy training	Baseline data will be established in Year 1	Maintenance team did not attend OSHA Academy training. The team did attend a 2 day training on snake handling/disposal to assist with removal of these animals from the school campus.	Manzanita's Operational Lead and LEA Superintendent attended the National Facilities Management and Technology Convention. Focus of conference workshops included school safety, facilities management strategies, and		By 2024, Maintenance operations will be trained in all school safety modules

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			enhancing facilities operations with investments in technology, efficient products, and staffing duties.		
% of instructional staff engaged in weekly professional learning community data-driven intervention work (WinTime)	Baseline data will be established in Year 1	100% of instructional staff engaged in weekly professional learning community data-driven intervention work (Win-Time) throughout the school year.	100% of instructional staff engaged in weekly professional learning community data-driven intervention work (Win-Time) throughout the school year.		By 2024, 100% of instructional staff will be trained and able to fluidly move students in and out of ELA and Math interventions on a bi-weekly basis.
% of All staff trained in equity and bias principles	Baseline data will be established in Year 1	100% of all staff training in equity and bias Principles.	100% of all staff will continue to receive PD training which focuses on a student centered dynamic. This student centered "lense" will require understanding and acceptance of all children and their needs and backgrounds.		By 2024, 100% of staff will be trained in equity and bias awareness.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Instructional and TIPS coaching	Provide new and experienced teachers with high level coaching support on a weekly basis	\$114,475.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	Professional Consulting, Support Programs	<p>Provide teachers and instructional support staff access to professional learning focused on instructional strategies supporting all students, with particular attention to English Learners, Special Education, SED, and GATE learners.</p> <p>Professional consulting in the areas of English/Language Arts and Math will be available to teachers and administrators for support in focusing on students who are performing below standard. Renewed training in the area of effective small group learning instruction with paraprofessional support teams. Programs will be utilized to double and triple-dose students in need of additional instruction and practice. Instruction may also be provided during nonschool hours and during breaks in school. Providing strategies in supporting at-risk students including English Learners, foster youth, homeless youth, low income students will be the main focus.</p> <p>A secondary focus of the site will be in the further development of enrichment and 'growth' based learning opportunities for advanced scholars at every grade level.</p>	\$56,600.00	No
<b>3.3</b>	Vertical articulation	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.	\$21,500.00	No
<b>3.4</b>	AVID Strategy building	The LEA, in collaboration with outside AVID experts, will facilitate WICR trainings to all instructional staff through a multi-year scaling up process for grades 2-6 classroom implementation	\$0.00	No
<b>3.5</b>	Microsoft Office Suite training	The LEA will provide all classified office staff with high quality training applicable to their work tasks to increase efficiency and confidence	\$8,400.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Equity and Bias training	All staff will participate in customized workshops and trainings based on the LEA's organizational needs and ongoing data evaluation regarding equitable school-wide systems of educational delivery in order to remain a 'student centered" school culture.	\$600.00	No
3.7	CAL/OSHA training	The Maintenance team will participate in a 30 hour safety certification training	\$5,000.00	
3.8	Introduction and establishment of Collective Teacher Efficacy (CTE) belief system	John Hattie training for all teachers to develop appropriately high, challenging expectations for scholars and to further determine what a year's growth for a year's input looks like.	\$7,500.00	No
3.9	Classroom peer mentoring	Classroom teachers will be scheduled to visit different grade level classrooms to observe best peer practices. Collaborative feedback from visits will be shared during PD sessions.	\$4,000.00	

## Goal Analysis [2022-23]

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

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

Most actions in this goal were realized. One substantive difference occurred this year regarding the AVID program. For the past 6 years, Manzanita has embraced AVID strategies and attended AVID professional development institutes and trainings. Once again, upper grade teachers and the site Principal attended AVID summer institute this school year. Upon return from summer institute and after reviewing current achievement data, it was determined that the school's AVID focus around study skills organization was not a 'mission critical' need. Based on the school Principal's recommendation, a decision was made to eliminate the AVID program design at Manzanita and to focus on existing ELA and MATH curriculum pacing and approach. AVID was viewed as 'one more' program to manage with the recommendation to focus on improving core ELA AND MATH curriculum delivery for all scholars.

While there has been some grade level professional learning community work around essential standards and curriculum pacing this year, this action is still an area of need. A renewed commitment and focus on reviewing (and possibly adjusting) grade level essential standards is an important priority and should be at the heart of all vertical team work in Action 3.3. Professional development in this area is a priority.

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 LEA saw no material differences between budgeted and estimated actual expenditures or planned and estimate actual percentages of Improved services.

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

The LEA demonstrated some effective results with GOAL 3 actions this year. The school Principal organized professional development around a deeper dive into the school's ELA curriculum framework (Benchmark Advance) with a renewed focus on intervention strategies for all unduplicated students. The teacher on special assignment (TOSA) worked more closely with the Assistant Principal and other site teachers this year with intervention placement and tracking in the areas of reading intervention for unduplicated students. The TOSA and Assistant Principal were also effective with delivering PD to teaching staff in the areas of the Science of Reading. The Principal provided online PD opportunities for Science of Reading trainings to all interested staff. These staff were then able to engage in collaborative discussions regarding effective intervention approaches regarding 'closing the reading gap' and have begun to organize ELA AND WINTIME classroom practices to reflect "science of reading" philosophies. Classified employees also participated in professional development opportunities with the maintenance lead and Superintendent attending a Facilities Management EXPO (NFMT) training in preparation for the LEA's Facilities rehabilitation project. The instructional assistants (IA's) attended SELPA and other online trainings relevant to their classroom support work. These classified trainings resulted in greater workforce confidence with tasks and roles.

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

The elimination of the school-wide AVID program resulted from the Principal's determination that staff focus and intervention strategies were better served by reducing instructional programs to core ELA and Math curriculum.

**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.**

# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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

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

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.

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

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

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**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.**



# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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

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

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.

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

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

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**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
478871	0

### Required Percentage to Increase or Improve Services for the LCAP Year

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
10.22%	5.72%	\$216,371.70	15.94%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

MPCS makes it a priority to first consider and respond to the needs and conditions of English Learners, low income students, foster youth, and students experiencing homelessness, as well as students with disabilities in the development of our LCAP. The actions of Goal 1 focus on continued improvement of assessment and intervention programs, opportunities for extended learning, and direct, targeted supports for unduplicated student groups in order to help close the achievement gap for these scholars. The actions in Goal 2 focus on creating healthy and engaging school environments by focusing on providing students with social-emotional/mental health supports provided by trained staff, and promoting positive attendance to bolster both student achievement and student access to social-emotional support services. The actions of Goal 3 focus on professional learning designed to improve instructional practices particularly focused on students with disabilities, socio-economically disadvantaged, and English learners in order to better support their needs and to narrow achievement gaps for these lower performing student groups. Each action below is contributing to increasing and/or improving services for these students, and is expected to demonstrate effectiveness through positive, measurable outcomes in related metrics associated with these goals.

### GOAL 1

Action 1-Common Assessments for instruction and Intervention

Action 2-Response to Intervention Staffing

Due to the continuing achievement gaps present between our English Learners, socio-economically disadvantaged learners, and SpED scholars compared to that of all other students, the LEA developed

Actions 1 and 2. It is clear that quality assessment and interventions which inform instruction are linked to improved student outcomes. Instructional coaching in the areas of reading and writing will support high quality teaching using Tier 1 intervention strategies which has shown to improve overall student outcomes. We have seen steady, measurable growth with subgroups, but the COVID-19 Pandemic impeded that growth for some of these scholars. We expect our subgroup performance to outpace comparable subgroups across the state with the implementation of targeted intervention strategies as well as instructional coaching. These actions are being provided on a school-wide basis, and we expect that all scholars will benefit. However, the LEA also expects these actions will be most effective at increasing student achievement for its unduplicated student groups.

Action 3-Summer School program for Low-Income, EL, SpED students

Action 4-Extended Learning classes

Action 5-Extended day Math Intervention

Action 7-Extended hours for bilingual front office

Due to the continuing achievement gaps present between low income students, English Learners, and students with disabilities compared to that of other students, and the lack of access to opportunities that low-income families face in providing extended educational opportunities to their children, the LEA developed these action related services. Providing extended learning programs to targeted students identified as having academic and social-emotional needs is a key component to addressing the needs of the whole child. This action and its related services are being implemented on a school-wide basis to unduplicated students. We expect these actions will be effective in meeting the needs of our unduplicated student groups and result in an increase of student proficiency metrics.

Based on the performance gaps of the predominantly Spanish unduplicated student group population and stakeholder input, the LEA increased Spanish speaking services for these students and families seeing this as vital to improving academic outcomes.

GOAL 2

### Action 1-Analyze and improve attendance patterns for subgroups

The COVID-19 pandemic highlighted the need for the LEA to reach out, on a daily basis, to those families struggling with poverty challenges which can interfere with school attendance. We expect if our identified attendance team meets weekly to monitor the data identify and remove barriers for getting scholars to class...and nurture a habit of regular attendance, these subgroups will improve academic outcomes. When students who have been chronically absent begin attending school regularly again, their grades and achievement levels improve.

### Action 2-Create full-time school psychologist position

Post pandemic, Manzanita continues to experience needs related to its Special Education students. These scholars were especially impacted as pandemic realities changed their learning environment, expected them to learn new skills without being taught those skills, and it took away their ability to interact, in person, with their teacher and their peers. Children with learning disabilities and anxiety often have difficulty with cognitive flexibility. They are used to a school routine and that routine changed drastically. The school psychologist will be working more closely with SPED families to help determine best IEP outcomes as the LEA emerges from the Pandemic.

### Actions 3 & 4-Mental Health Services and Programs

Post Pandemic, Manzanita continues to experience needs related to the social-emotional well-being and health of its scholars. Social-emotional issues, in some instances, significantly impact the student's ability to learn, experience school connectedness, and find happiness. Students have faced many challenges and stressors related to coping with the impact of the pandemic. Underperforming groups, particularly low-income scholars, are facing exceedingly difficult circumstances and traditionally have limited access to mental health support in the community. In the two school years prior to the pandemic, the LEA began implementing a social emotional screener (DESSA), which was used, school-wide, to form small group behavioral sessions. These sessions, held with different students, focused on social-emotional lessons. Data was tracked regarding academic and behavioral progress. This data showed that underperforming scholars demonstrated greater progress when participating in DESSA small group sessions on a weekly basis. The LEA's decision to increase the school counselor position hours to 5 days a week and increase her hours from 5.5 to 6.5 hours daily, will result in the ability to expand the DESSA small group program and ensure all underperforming scholars receive these services from a licensed counselor.

### GOAL 3

#### Actions 1 and 2- Professional development learning-Instructional Strategies and Coaching

Due to the continuing achievement gap present between our English Learners, low income students, and students with disabilities compared to that of all other students, the LEA developed this action. It is supported in academic research that highly trained, effective teachers, and support staff, using instructional strategies designed to create access and meet the needs of all learners, leads to improved outcomes for students. The LEA is focused on the strategy of providing instructional staff with continued professional learning opportunities focused on research based approaches designed to meet the needs of our diverse student groups. Focusing on research based instructional strategies to meet the needs of scholars is essential to the LEA's goal of educating the "whole child," and to narrow the existing achievement gap. We are providing this action on an LEA wide basis. However, we believe that unduplicated student groups will benefit most from this action.

#### Action 4-Benchmark Advance updated ELA adoption

Rooted in a "Science of Reading" philosophy, Benchmark's most recent curriculum framework helps to develop strong foundations for success through explicit, systematic, spiraled instruction linked to contextualized practice. This nationally recognized ELA curriculum incorporates a clearly defined progression which facilitates efficient mastery and transfer of skills. The "how" in which material is taught is designed, specifically, to allow for better learning access for EL, low-income, and SpEd students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions and services provided are, based on stakeholder input, the most effective use of these funds to meet our LEA's goals for our English Learners, low-income students, Foster Youth, and students experiencing homelessness, as well as students with disabilities. The LEA carefully analyzed local data, surveyed all stakeholders, and created an educational design with these learner needs prioritized. The planned actions and services, and their related budgeted expenditures, clearly show that the LEA is meeting the required proportional increase in spending for unduplicated students relative to that of all students for the LCAP year.

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.

The LEA will not receive the additional concentration grant add-on funding. This response is, therefore, not applicable.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	20:1	
Staff-to-student ratio of certificated staff providing direct services to students	20:1	

**2023-24 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,324,058.00	\$336,048.00	\$2,500.00	\$573,275.00	\$2,235,881.00	\$1,796,081.00	\$439,800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Common Assessments for Instruction and Intervention	All	\$251,394.00			\$4,500.00	\$255,894.00
1	1.2	Response to intervention staffing	English Learners Foster Youth Low Income	\$56,734.00			\$124,800.00	\$181,534.00
1	1.3	K-6 Summer SPORTS Program for low-income students	All		\$40,000.00		\$0.00	\$40,000.00
1	1.4	Essential Enrichment Learning Programming	All	\$215,960.00			\$157,500.00	\$373,460.00
1	1.5	English Language Development (ELD) Support	English Learners Foster Youth Low Income	\$71,000.00			\$41,000.00	\$112,000.00
1	1.6	Extra Support for Foster/Homeless Students	English Learners Foster Youth Low Income	\$59,000.00				\$59,000.00
1	1.7	Extended learning days	English Learners Foster Youth Low Income	\$0.00	\$128,000.00			\$128,000.00
1	1.8	Restructuring Instructional Time-On Site intervention	All Students with Disabilities English Learners Foster Youth Low Income		\$109,448.00			\$109,448.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Extended Learning Opportunities - Instructional Assistants in kindergarten	All	\$43,200.00				\$43,200.00
1	1.10	Family liaison specialist position (THIS ACTION DID NOT HAPPEN DUE TO CHANGING DEMOGRAPHICS)		\$12,000.00				\$12,000.00
1	1.11	EL professional development		\$38,650.00				\$38,650.00
1	1.12	EL Instruction	English Learners Foster Youth Low Income	\$225,000.00				\$225,000.00
1	1.13	EL instructional materials					\$20,000.00	\$20,000.00
1	1.14	Expansion to a Grade 7 and 8 instructional model		\$10,000.00				\$10,000.00
1	1.15	Establish School-wide Homework Policy	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.16	The purchase of updated ELA curriculum which includes Science of Reading strategies for EL and other unduplicated students	All				\$105,000.00	\$105,000.00
2	2.1	Chronic Absenteeism response	All	\$73,500.00				\$73,500.00
2	2.2	Wellness and Social Emotional Programs and Supports	All	\$9,000.00				\$9,000.00
2	2.3	SEL-Screener	All	\$5,000.00			\$18,750.00	\$23,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Mental Health Services	All	\$28,620.00	\$0.00		\$56,250.00	\$84,870.00
2	2.5	Partnership with SEL Vendors	All	\$2,500.00				\$2,500.00
2	2.6	Increase school psychologist role	Students with Disabilities	\$40,000.00				\$40,000.00
2	2.7	Update school camera system		\$10,000.00				\$10,000.00
2	2.8	Emergency Medical Technician (EMT) and health assistant Stipends		\$3,000.00				\$3,000.00
2	2.9	Parent Square Home/School Communication Platform		\$2,500.00				\$2,500.00
2	2.10	Provide certificated PE teacher for TK-6 scholars		\$2,000.00	\$26,000.00			\$28,000.00
2	2.11	Social Emotional Focus						
2	2.12	Increased safety capacity		\$10,000.00				\$10,000.00
2	2.13	Parent outreach for EL, low income, military dependents						
2	2.14	Suspension analysis and intervention						
2	2.16	Add guest monitoring system as a front office procedure	All	\$10,000.00				\$10,000.00
2	2.17	School uniform policy commitment	All			\$2,500.00		\$2,500.00
2	2.18	Safety campaign implementation	All	\$5,000.00				\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Instructional and TIPS coaching	All	\$58,000.00	\$11,000.00		\$45,475.00	\$114,475.00
3	3.2	Professional Consulting, Support Programs	All	\$35,000.00	\$21,600.00			\$56,600.00
3	3.3	Vertical articulation	All	\$21,500.00				\$21,500.00
3	3.4	AVID Strategy building	All	\$0.00				\$0.00
3	3.5	Microsoft Office Suite training	All	\$8,400.00				\$8,400.00
3	3.6	Equity and Bias training	All	\$600.00				\$600.00
3	3.7	CAL/OSHA training		\$5,000.00				\$5,000.00
3	3.8	Introduction and establishment of Collective Teacher Efficacy (CTE) belief system	All	\$7,500.00				\$7,500.00
3	3.9	Classroom peer mentoring		\$4,000.00				\$4,000.00

## 2023-24 Contributing Actions Table

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
4684710	478871	10.22%	5.72%	15.94%	\$411,734.00	0.00%	8.79 %	<b>Total:</b>	\$411,734.00
								<b>LEA-wide Total:</b>	\$186,734.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$355,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Response to intervention staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,734.00	
1	1.5	English Language Development (ELD) Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$71,000.00	
1	1.6	Extra Support for Foster/Homeless Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$59,000.00	
1	1.7	Extended learning days	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$0.00	
1	1.8	Restructuring Instructional Time-On Site intervention	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.12	EL Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		\$225,000.00	

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## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,085,381.00	\$1,771,393.07

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)
1	1.1	Common Assessments for Instruction and Intervention	No	\$255,894.00	144430.82
1	1.2	Response to intervention staffing	Yes	\$181,534.00	184469.47
1	1.3	K-6 Summer Program for low-income students	No	\$40,000.00	
1	1.4	Essential Enrichment Learning Programming	No	\$373,460.00	472416.21
1	1.5	English Language Development (ELD) Support	Yes	\$112,000.00	113703.85
1	1.6	Extra Support for Foster/Homeless Students	Yes	\$59,000.00	47924.52
1	1.7	Extended learning days	Yes	\$128,000.00	8014.56
1	1.8	Restructuring Instructional Time-On Site intervention	No Yes	\$109,448.00	109448
1	1.9	Extended Learning	No	\$43,200.00	25951.99

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)
		Opportunities - Instructional Assistants in kindergarten			
1	1.10	Family liaison specialist position		\$12,000.00	
1	1.11	EL professional development		\$38,650.00	38650
1	1.12	EL Instruction	Yes	\$225,000.00	203877.36
1	1.13	EL instructional materials		\$20,000.00	20000
1	1.14	Expansion to a Grade 7 and 8 instructional model		\$10,000.00	3323
2	2.1	Chronic Absenteeism response	No	\$73,500.00	75757.36
2	2.2	Wellness and Social Emotional Programs and Supports	No	\$9,000.00	2329
2	2.3	SEL-Screener	No	\$23,750.00	2850
2	2.4	Mental Health Services	No	\$84,870.00	81175.77
2	2.5	Partnerships with SEL vendors	No	\$2,500.00	
2	2.6	School liaison support role	No	\$12,000.00	28695.73
2	2.7	Update school camera system		\$10,000.00	13957.16
2	2.8	Emergency Medical Technician (EMT) and health assistant Stipends		\$3,000.00	3000

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)
2	2.9	Parent Square Home/School Communication Platform		\$2,500.00	
2	2.10	Provide certificated PE teacher for TK-6 scholars		\$28,000.00	25059.5
2	2.11	Social Emotional Focus			
2	2.12	Increased safety capacity		\$10,000.00	11925
2	2.13	Parent outreach for EL, low income, military dependents			
2	2.14	Suspension analysis and intervention			
3	3.1	Instructional and TIPS coaching	No	\$114,475.00	128806.96
3	3.2	Professional Consulting, Support Programs	No	\$56,600.00	10138.57
3	3.3	Vertical articulation	No	\$21,500.00	
3	3.4	AVID Strategy building	No	\$0.00	
3	3.5	Microsoft Office Suite training	No	\$8,400.00	
3	3.6	Equity and Bias training	No	\$600.00	
3	3.7	CAL/OSHA training		\$5,000.00	2404.41



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)
3	3.8	Introduction and establishment of Collective Teacher Efficacy (CTE) belief system	No	\$7,500.00	5453.23
3	3.9	Classroom peer mentoring		\$4,000.00	7630.60

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
658959	\$411,734.00	\$442,587.30	(\$30,853.30)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Response to intervention staffing	Yes	\$56,734.00	117468.04		
1	1.5	English Language Development (ELD) Support	Yes	\$71,000.00	73317.38		
1	1.6	Extra Support for Foster/Homeless Students	Yes	\$59,000.00	47924.52		
1	1.7	Extended learning days	Yes				
1	1.8	Restructuring Instructional Time-On Site intervention	Yes				
1	1.12	EL Instruction	Yes	\$225,000.00	203877.36		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	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 by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3781592	658959	0	17.43%	\$442,587.30	0.00%	11.70%	\$216,371.70	5.72%

# 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](mailto: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 (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 aspects of the LCAP template 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, 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]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**

**Goal 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.

**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.

**Broad Goal**

**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.

**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**

**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. 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.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### 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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**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.

### Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

## 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 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.

### Requirements and Instructions

***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 low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** 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 LEAs 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:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**



School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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.
- **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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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

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 + 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  
January 2022



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"A Gold Ribbon School"

## Item Scheduled for Action/Consideration Attachment

*Item Title: 2023-24 Local Indicator Performance Standards*

### **Background:**

The State Board of Education (SBE) approved standards for local educational agencies (LEA's) in measuring and reporting progress with-in the appropriate priority area. The approved performance standards require Manzanita to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula
- Report the results as part of a non-consent agenda item at a regularly scheduled public meeting of the local governing board in conjunction with the adoption of the Local Control and Accountability Plan (LCAP)
- Report results to the public through the Dashboard utilizing the SBE adopted self-reflection tolls for each local indicator

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators.

There are seven local indicators and Manzanita Public Charter School has satisfactorily met each indicator for the 2022-23 school year.

**Recommendation:** Approval

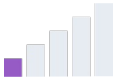
**Fiscal impact:** Unknown


**Resource Person:** Suzanne Nicastro

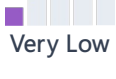
# Manzanita Public Charter

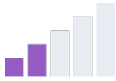
Explore the performance of Manzanita Public Charter under California's Accountability System.

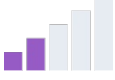
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

**Chronic Absenteeism**  
  
Very High

**Suspension Rate**  
  
Medium

**English Learner Progress**  
  
Very Low

**English Language Arts**  
  
Low

**Mathematics**  
  
Low

**Basics: Teachers, Instructional Materials, Facilities**  
STANDARD MET

**Implementation of Academic Standards**  
STANDARD MET

**Parent and Family Engagement**  
STANDARD MET

**Local Climate Survey**  
STANDARD MET

**Access to a Broad Course of Study**  
STANDARD MET

## School Details

**Optional Narrative Summary**  
Completed By Manzanita Public Charter

In order to address learning gaps which emerged from pandemic realities, Manzanita Public Charter School (MPCS) focused on measuring academic growth patterns, on a regular basis, as a strategic effort to guide various subgroups into effective literacy and math groups designed to meet their specific needs. In addition to defined intervention times on a revised master schedule (WINTIME and Extended Day), MPCS also expanded its enrichment classes to include Arts, STEM, and Outdoor Education.

<b>NAME</b> Manzanita Public Charter	<b>ADDRESS</b> 991 Mountain View Boulevard Vandenberg Air Force Base, CA 93437-1209	<b>WEBSITE</b> <a href="http://www.manzanitac...">http://www.manzanitac...</a>	<b>GRADES SERVED</b> K-6
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## MANZANITA PUBLIC CHARTER

## Student Population

Explore information about this school's student population.

Enrollment

441

Socioeconomically  
Disadvantaged

49.7%

English Learners

16.8%

Foster Youth

1.1%

## MANZANITA PUBLIC CHARTER

## Academic Performance

View Student Assessment Results and other aspects of school performance.

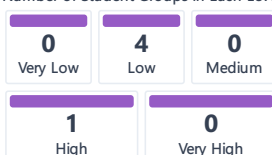
LEARN MORE

English Language Arts

6.7 points below  
standard

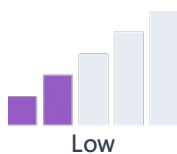
EQUITY REPORT

Number of Student Groups in Each Level



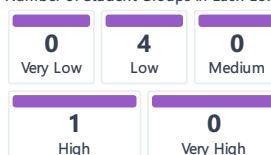
LEARN MORE

Mathematics

30.4 points below  
standard

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

English Learner  
Progress30% making  
progress towards  
English language  
proficiency

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

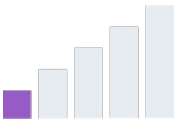
MANZANITA PUBLIC CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Very High

21.6% chronically absent

EQUITY REPORT

Number of Student Groups in Each Level

3 Very High	3 High	0 Medium
0 Low	0 Very Low	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

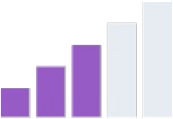
MANZANITA PUBLIC CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

### Suspension Rate



Medium

1.5% suspended at least one day

#### EQUITY REPORT

Number of Student Groups in Each Level

0 Very High	0 High	2 Medium
1 Low	3 Very Low	

Local Indicators

[LEARN MORE](#)

### Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

### Parent and Family Engagement

STANDARD MET

[LEARN MORE](#)

### Local Climate Survey

STANDARD MET



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## Item Scheduled for Discussion and Approval

*Item Title: 2023-2024 LEA Fiscal Budget*

### **Background:**

Enrollment projections, funding sources, educational programs, and employee compensation are all critical factors in the school budgeting process. Manzanita uses a variety of data to inform its enrollment forecasts, including prior-year trends. Enrollment serves as the basis for state and federal revenue. This funding includes not only how many students we have, but is also based on certain student characteristics such as English Language Learners, Special Education, or qualifying for free and reduced lunch. These variable funding weights are critical for ensuring resource equity, but they can make forecasting tricky if our charter school has a rapidly shifting population. Changes in student enrollment can also impact/change the overall number of staff and their distribution throughout our charter school.

### **Key points to consider when approving this new budget:**

- Enrollment funding has been increased to reflect ADA numbers for 2022-23 along with the knowledge of a lengthy waiting list for most grades (LOTTERY).
- Increasing enrollment numbers allows Manzanita to continue its current educational programs with no changes (for one more year).
- Future budget forecasts in subsequent years reflects deficit spending and will need to be addressed once one-time money no longer remains in budget.
- LCFF entitlement money increasing (due to ADA) BUT other non LCFF State revenue resources decreased substantially from the prior year (566K).

### **Key changes to the 2023-24 budget**

- Substantial increase in bussing costs
- 4% COLA for all certificated staff; 6 paid vacation days for all classified
- Substantial increase in health insurance benefits which MPCCS absorbed with no fiscal impact to employees

**Resource Person:** Suzanne Nicaastro

**Approval:** Recommended



# Manzanita Public Charter School

## 2023-24 July Budget



## **Manzanita Public Charter School**

### **2023-24 July Budget - Key Points**

#### **BACKGROUND**

---

Enrollment projections, funding sources, educational programs, and employee compensation are all critical factors in the school budgeting process. Manzanita uses a variety of data to inform its enrollment forecasts, including prior-year trends. Enrollment serves as the basis for state and federal revenue. This funding includes not only how many students we have, but is also based on certain student characteristics such as English Language Learners, Special Education, or qualifying for free and reduced lunch. These variable funding weights are critical for ensuring resource equity, but they can make forecasting tricky if our charter school has a rapidly shifting population. Changes in student enrollment can also impact/change the overall number of staff and their distribution throughout our charter school.

#### **KEY POINTS TO CONSIDER WHEN APPROVING THIS BUDGET**

---

- Enrollment funding has been increased to reflect ADA numbers for 2022-23 along with the knowledge of a lengthy waiting list for most grades (LOTTERY).
- Increasing enrollment numbers allows Manzanita to continue its current educational programs with no changes (for one more year).
- Future budget forecasts in subsequent years reflects deficit spending and will need to be addressed once one-time money no longer remains in budget.
- LCFF entitlement money increasing (due to ADA) BUT other non LCFF State revenue resources decreased substantially from the prior year (566K).

#### **KEY CHANGES TO THE 2023-24 BUDGET**

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- Substantial increase in bussing costs
  - 4% COLA for all certificated staff; 6 paid vacation days for all classified
  - Substantial increase in health insurance benefits which MPCS absorbed with no fiscal impact to employees
-

## Manzanita Public Charter School

### 2023-24 July Budget - Summary Analysis



#### SUMMARY OF RESULTS

This 2023-24 July Budget update projects a budget deficit of (\$28,020).

This is a decrease of (\$780,491) from the prior 2022-23 Estimated Actuals projected surplus of \$752,471.

This will allow Manzanita Public Charter School to end this fiscal year with a balance of \$2,981,350, which is 46.6% of annual expenditures.

#### 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 \$2,753,634, which represents 157 days of operating costs on average.

The June 30 ending cash balance this coming fiscal year is projected to be \$3,829,749, which represents 218 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.

#### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = decrease of (\$674,609), or -9.6% of prior revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$591,876 higher than in the prior cycle, due to average daily attendance (ADA) increasing by 17.17.

**Federal Revenues:** This consists of one-time fundings such as federal stimulus (ESSER), Title I-IV (ESSA), and federal special education (IDEA).

Federal Revenues are projected at (\$700,390) lower than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, AB 602, and one-time block grants such as Learning Recovery, Arts & Music, and ELO. Other State Revenues are projected at (\$566,095) lower than in the prior year due to one-time funds recognized in the prior cycle.

**Other Local Revenues:** This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at \$0 or no change from the prior year.

#### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = increase of \$105,882, or 1.7% of prior expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$52,084) lower than in the prior cycle, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$30,000 higher from the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

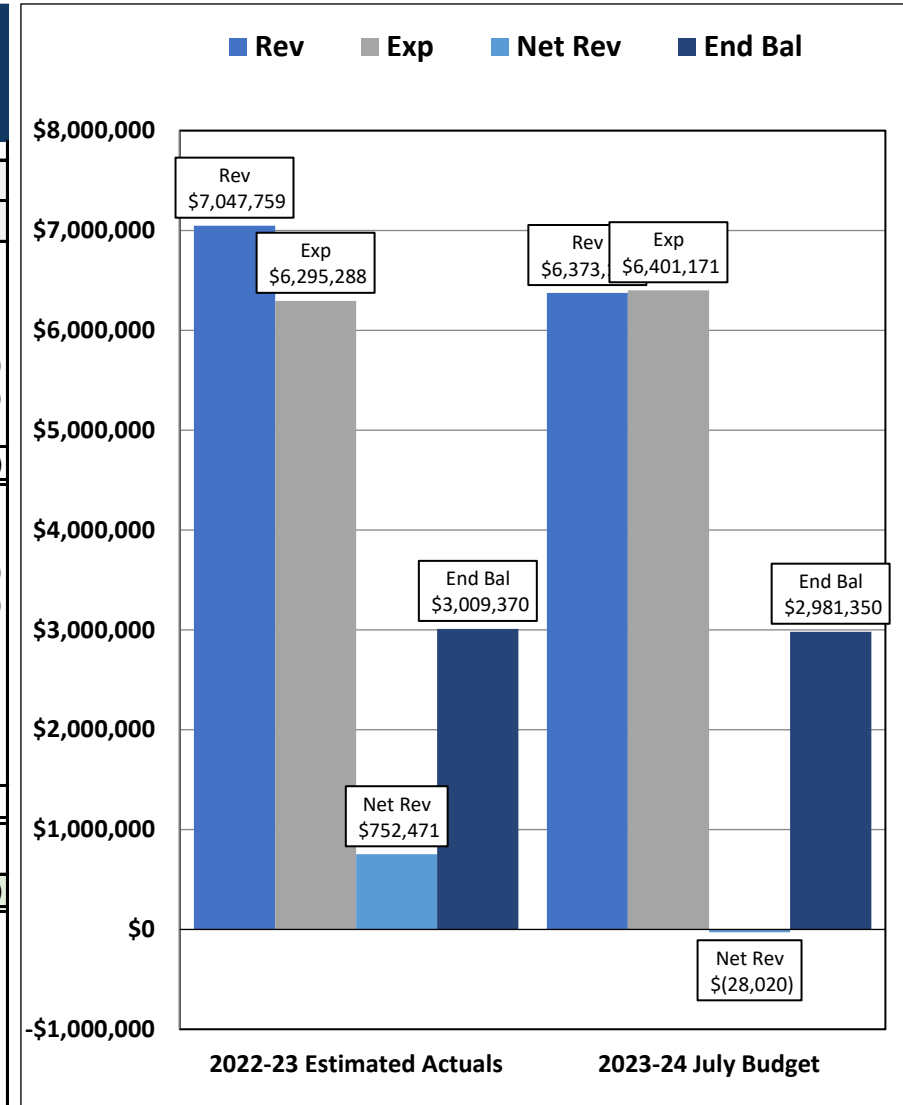
Services & Operating costs are projected to be \$127,967 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 or no change from the prior year.

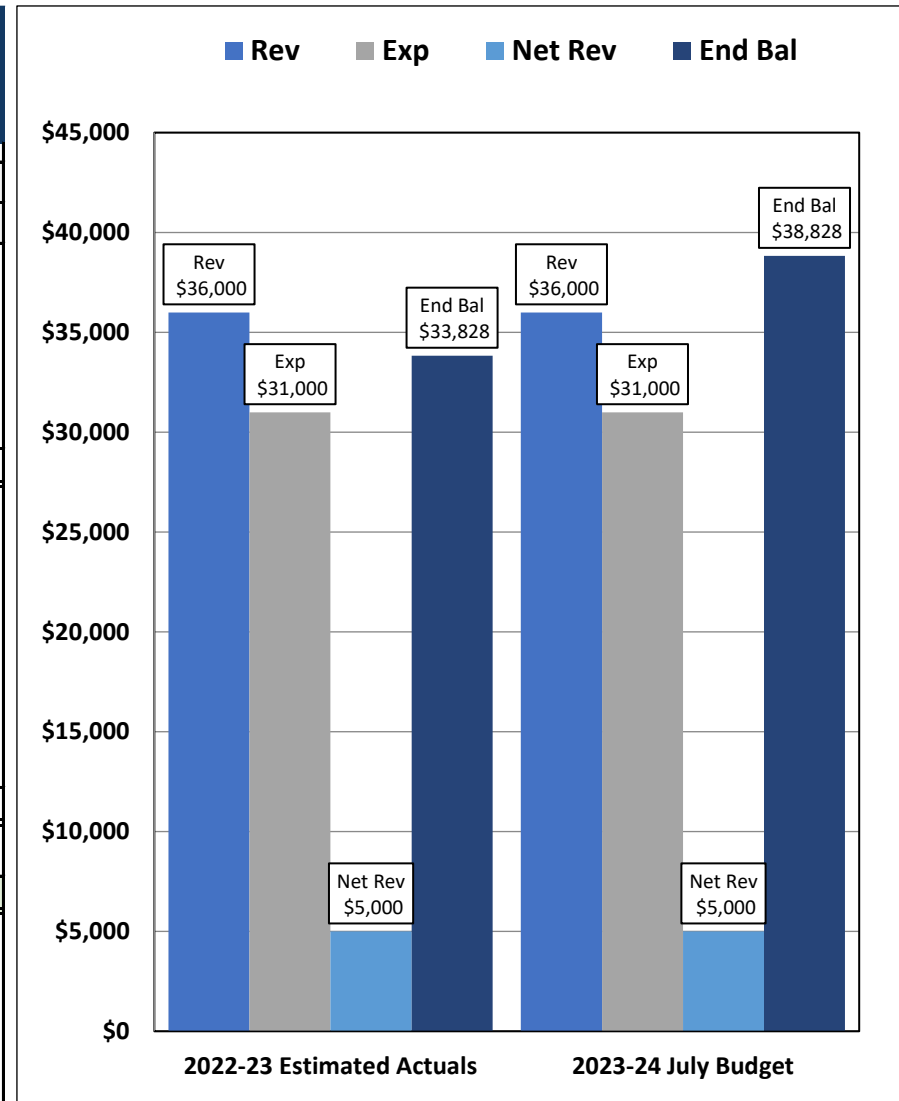
**Manzanita Public Charter School**  
**2023-24 July Budget**  
**BUDGET SUMMARY**

	2022-23 Estimated Actuals	2023-24 July Budget	Change
<b>Projected Enrollment:</b>	<b>410</b>	<b>463</b>	<b>53</b>
<b>Projected P-2 ADA:</b>	<b>424.76</b>	<b>441.93</b>	<b>17.17</b>
<b>Revenues:</b>			
General Purpose Entitlement	\$ 4,641,442	\$ 5,233,318	\$ 591,876
Federal Revenue	999,814	299,424	(700,390)
Other State Revenue	1,388,503	822,409	(566,095)
Other Local Revenue	18,000	18,000	-
<b>TTL Revenues</b>	<b>\$ 7,047,759</b>	<b>\$ 6,373,151</b>	<b>\$ (674,609)</b>
<b>Expenditures:</b>			
Certificated Salaries	\$ 3,011,690	\$ 2,939,774	\$ (71,916)
Non-Certificated Salaries	680,323	651,065	(29,258)
Benefits	1,074,747	1,123,838	49,090
Books/Supplies/Materials	242,329	272,329	30,000
Services/Operations	1,286,199	1,414,165	127,967
Capital Outlay	-	-	-
Other Outgo	-	-	-
<b>TTL Expenditures</b>	<b>\$ 6,295,288</b>	<b>\$ 6,401,171</b>	<b>\$ 105,882</b>
<b>Net Revenues</b>	<b>\$ 752,471</b>	<b>\$ (28,020)</b>	<b>\$ (780,491)</b>
<b>Beginning Balance July 1</b>	<b>\$ 2,256,899</b>	<b>\$ 3,009,370</b>	
<b>Ending Balance June 30</b>	<b>\$ 3,009,370</b>	<b>\$ 2,981,350</b>	
<b>Ending Balance as % of Exp:</b>	<b>47.8%</b>	<b>46.6%</b>	



**Fundraising**  
**2023-24 July Budget**  
**BUDGET SUMMARY**

	2022-23 Estimated Actuals	2023-24 July Budget	Change
<b>Projected Enrollment:</b>	-	-	-
<b>Projected P-2 ADA:</b>	-	-	-
<b>Revenues:</b>			
General Purpose Entitlement	\$ -	\$ -	\$ -
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	36,000	36,000	-
<b>TTL Revenues</b>	<b>\$ 36,000</b>	<b>\$ 36,000</b>	<b>\$ -</b>
<b>Expenditures:</b>			
Certificated Salaries	\$ -	\$ -	\$ -
Non-Certificated Salaries	-	-	-
Benefits	-	-	-
Books/Supplies/Materials	12,000	12,000	-
Services/Operations	19,000	19,000	-
Capital Outlay	-	-	-
Other Outgo	-	-	-
<b>TTL Expenditures</b>	<b>\$ 31,000</b>	<b>\$ 31,000</b>	<b>\$ -</b>
<b>Net Revenues</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ -</b>
<b>Beginning Balance July 1</b>	<b>\$ 28,828</b>	<b>\$ 33,828</b>	
<b>Ending Balance June 30</b>	<b>\$ 33,828</b>	<b>\$ 38,828</b>	
<b>Ending Balance as % of Exp:</b>	<b>109.1%</b>	<b>125.3%</b>	



**Manzanita Public Charter School**  
**2023-24 July Budget**  
**BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2022-23 Estimated Actuals	2023-24 July Budget	Change From Prior Cycle	Notes/Comments
Enrollment (CALPADS)	410	463	53	
Average Daily Attendance (P-2)	424.76	441.93	17.17	
<b>REVENUES</b>				
<b>General Purpose Entitlement</b>				
8011 General Purpose Block Grant	2,200,616	2,626,436	425,820	
8012 Education Protection Account	1,219,683	1,373,308	153,625	
8096 Funding in Lieu of Property Taxes	1,221,143	1,233,574	12,431	
<b>TTL General Purpose Entitlement</b>	<b>4,641,442</b>	<b>5,233,318</b>	<b>591,876</b>	
<b>Federal Revenue</b>				
8181 Federal IDEA SpEd Revenue	74,914	62,359	(12,555)	
8290 Other Federal Revenue	791,344	237,065	(554,279)	
8295 Prior Year Federal Revenue	133,556	-	(133,556)	
<b>TTL Federal Revenue</b>	<b>999,814</b>	<b>299,424</b>	<b>(700,390)</b>	
<b>Other State Revenue</b>				
8311 AB602 State SpEd Revenue	337,267	243,232	(94,035)	
8550 Mandated Cost Reimbursements	5,743	8,431	2,688	
8560 State Lottery Revenue	76,000	109,257	33,257	
8565 Prior Year Lottery Revenue	-	-	-	
8590 Other State Revenue	969,493	461,489	(508,005)	
<b>TTL Other State Revenue</b>	<b>1,388,503</b>	<b>822,409</b>	<b>(566,095)</b>	
<b>Other Local Revenue</b>				
8660 Interest Income	12,000	12,000	-	
8699 Other Revenue	6,000	6,000	-	
<b>TTL Other Local Revenue</b>	<b>18,000</b>	<b>18,000</b>	<b>-</b>	
<b>TTL REVENUES</b>	<b>7,047,759</b>	<b>6,373,151</b>	<b>(674,609)</b>	

**Manzanita Public Charter School**  
**2023-24 July Budget**  
**BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2022-23 Estimated Actuals	2023-24 July Budget	Change From Prior Cycle	Notes/Comments
<b>EXPENDITURES</b>				
<b>1000 - Certificated Salaries</b>				
1100 Teacher Compensation	2,243,394	2,220,098	(23,296)	
1140 Teacher Stipends/Extra Duty	56,015	61,360	5,345	
1150 Teacher Stipends/Extra Duty	47,900	49,638	1,738	
1200 Student Support	258,946	254,043	(4,903)	
1300 Certificated Administrators	403,436	354,635	(48,801)	
1350 Administrator Stipends/Extra Duty	2,000	-	(2,000)	
<b>TTL Certificated Salaries</b>	<b>3,011,690</b>	<b>2,939,774</b>	<b>(71,916)</b>	
<b>2000 - Non - Certificated Salaries</b>				
2100 Instructional Aides	233,624	237,980	4,355	
2200 Pupil Support Administration	153,193	157,154	3,961	
2250 Pupil Support Stipends	3,000	3,000	-	
2300 Classified Administrators	36,656	-	(36,656)	
2350 Classified Administrator Stipends	-	-	-	
2400 Clerical & Technical Staff	247,949	247,031	(918)	
2450 Clerical & Technical Stipends	5,900	5,900	-	
<b>TTL Non - Certificated Salaries</b>	<b>680,323</b>	<b>651,065</b>	<b>(29,258)</b>	
<b>3000 - Employee Benefits</b>				
3101 STRS Certificated	554,252	561,497	7,245	
3202 403B Classified	53,540	65,106	11,567	
3301 OASDI/Medicare	95,714	42,627	(53,087)	
3302 OASDI/Medicare	-	49,806	49,806	
3401 Health Care Certificated	259,244	308,050	48,806	
3402 Health Care Classified	55,879	58,329	2,450	
3501 Unemployment Insurance	18,460	1,470	(16,990)	
3502 Unemployment Insurance	-	326	326	
3601 Workers' Comp Certificated	30,719	29,986	(734)	
3602 Workers' Comp Classified	6,939	6,641	(298)	
3902 Other Benefits Class	-	-	-	
<b>TTL Employee Benefits</b>	<b>1,074,747</b>	<b>1,123,838</b>	<b>49,090</b>	

**Manzanita Public Charter School**  
**2023-24 July Budget**  
**BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2022-23 Estimated Actuals	2023-24 July Budget	Change From Prior Cycle	Notes/Comments
<b>4000 - Books/Supplies/Materials</b>				
4100 Textbooks & Core Curriculum	-	-	-	
4200 Other Reference Materials	-	-	-	
4310 Materials & Supplies	203,329	203,329	-	
4320 Office Supplies	-	-	-	
4390 Other Supplies	-	-	-	
4400 Non - Capitalized Equipment	39,000	69,000	30,000	
<b>TTL Books/Supplies/Materials</b>	<b>242,329</b>	<b>272,329</b>	<b>30,000</b>	
<b>5000 - Services &amp; Operations</b>				
5200 Travel & Conferences	59,000	29,000	(30,000)	
5300 Dues & Memberships	-	-	-	
5400 Insurance	5,000	35,000	30,000	
5500 Operations & Housekeeping	75,000	75,000	-	
5530 Fundraising Expenses	-	-	-	
5540 Field Trip Expenses from Fundraising	-	-	-	
5610 Facility Rents & Leases	36,500	36,500	-	
5800 Professional Services - Non - instructional	163,000	173,000	10,000	
5811 Attendance Software	-	-	-	
5813 Transportation	657,332	746,330	88,998	
5819 Student Assemblies and Events	-	-	-	
5820 Audit & CPA	20,000	20,000	-	
5825 DMS Business Services	127,473	133,836	6,363	
5850 Oversight Fees	134,394	157,000	22,606	
5860 Service Fees	-	-	-	
5900 Communications	8,500	8,500	-	
<b>TTL Services &amp; Operations</b>	<b>1,286,199</b>	<b>1,414,165</b>	<b>127,967</b>	
<b>6000 - Capital Outlay</b>				
6900 Depreciation	-	-	-	
<b>TTL Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	

**Manzanita Public Charter School**  
**2023-24 July Budget**  
**BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2022-23 Estimated Actuals	2023-24 July Budget	Change From Prior Cycle	Notes/Comments
<b>7000 - Other Outgo</b>				
7141 Other Payments to Districts	-	-	-	
7221 Apportionment Transfer	-	-	-	
<b>TTL Other Outgo</b>	-	-	-	
<b>TTL EXPENDITURES</b>	<b>6,295,288</b>	<b>6,401,171</b>	<b>105,882</b>	
<b>Revenues less Expenditures</b>	<b>752,471</b>	<b>(28,020)</b>	<b>(780,491)</b>	
<b>Beginning Fund Balance</b>	<b>2,256,899</b>	<b>3,009,370</b>		
<b>Net Revenues</b>	<b>752,471</b>	<b>(28,020)</b>		
<b>ENDING BALANCE</b>	<b>3,009,370</b>	<b>2,981,350</b>		
<b>ENDING BALANCE AS % OF OUTGO</b>	<b>47.8%</b>	<b>46.6%</b>		

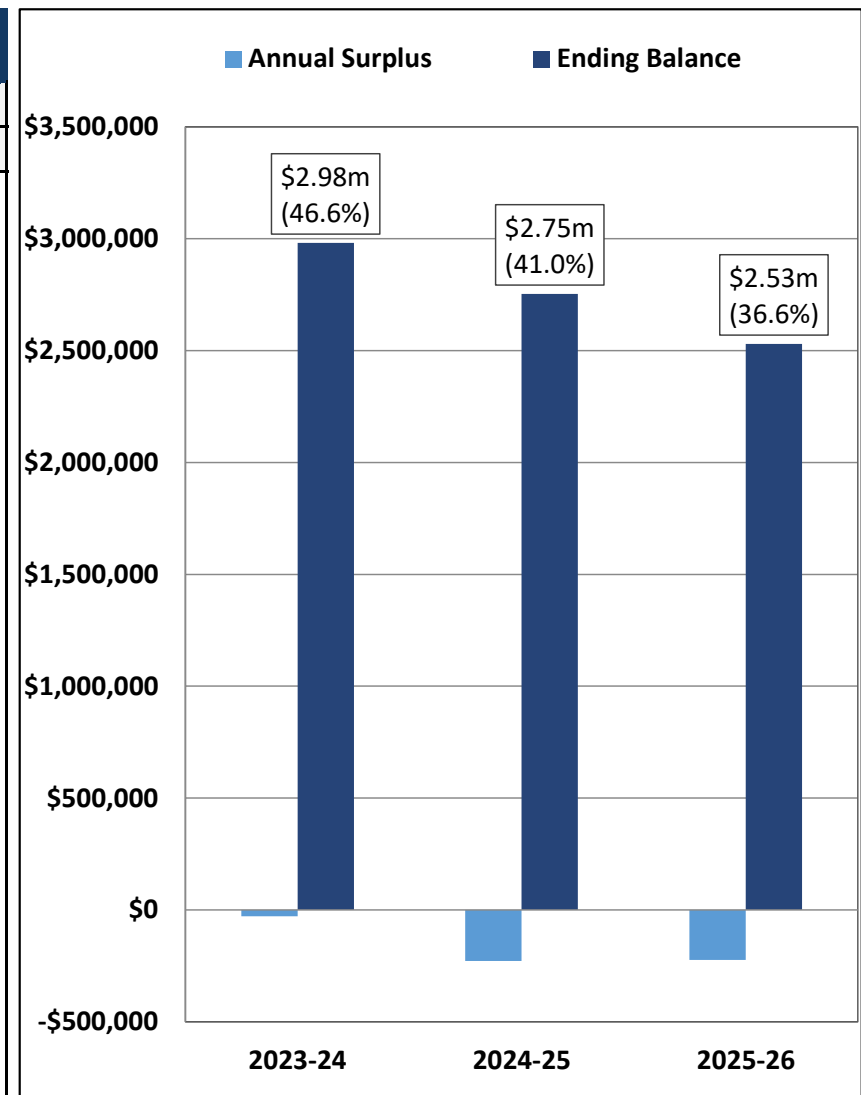


<b>Manzanita Public Charter School</b> <b>2023-24 July Budget</b> <b>ENROLLMENT AND A.D.A. ASSUMPTIONS</b>						
	2023-24		2024-25		2025-26	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
<b>Total K-3</b>	<b>279</b>	<b>266.31</b>	<b>279</b>	<b>266.31</b>	<b>279</b>	<b>266.31</b>
<b>Total 4-6</b>	<b>184</b>	<b>175.62</b>	<b>184</b>	<b>175.62</b>	<b>184</b>	<b>175.62</b>
<b>Total 7-8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total 9-12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TTL Enrollment/ADA</b>	<b>463</b>	<b>441.93</b>	<b>463</b>	<b>441.93</b>	<b>463</b>	<b>441.93</b>
<b>ADA Ratio (average):</b>		<b>95.45%</b>		<b>95.45%</b>		<b>95.45%</b>
Transitional Kinder	24	22.91	24	22.91	24	22.91
Kinder	75	71.59	75	71.59	75	71.59
Grade 1	50	47.73	50	47.73	50	47.73
Grade 2	52	49.63	52	49.63	52	49.63
Grade 3	78	74.45	78	74.45	78	74.45
Grade 4	54	51.54	54	51.54	54	51.54
Grade 5	65	62.04	65	62.04	65	62.04
Grade 6	65	62.04	65	62.04	65	62.04
Grade 7	-	-	-	-	-	-
Grade 8	-	-	-	-	-	-
Grade 9	-	-	-	-	-	-
Grade 10	-	-	-	-	-	-
Grade 11	-	-	-	-	-	-
Grade 12	-	-	-	-	-	-
<b>TOTAL:</b>	<b>463</b>	<b>441.93</b>	<b>463</b>	<b>441.93</b>	<b>463</b>	<b>441.93</b>

<b>LCFF Unduplicated Calc:</b>			
CALPADS Enrollment	463	463	463
Unduplicated Count	255	255	255
Unduplicated % (1-Year):	55.08%	55.08%	55.08%

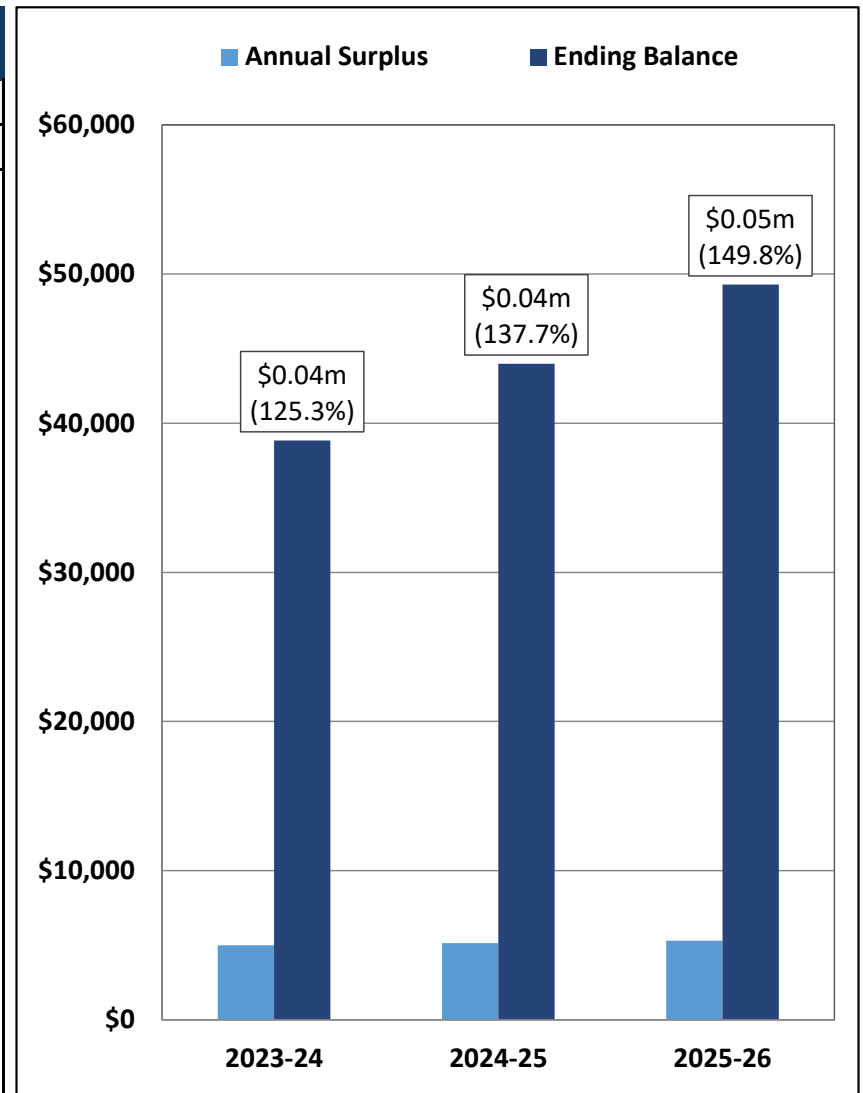
**Manzanita Public Charter School**  
**2023-24 July Budget**  
**MULTI-YEAR PROJECTION SUMMARY**

	2023-24	2024-25	2025-26
<b>Projected Enrollment:</b>	<b>463</b>	<b>463</b>	<b>463</b>
<b>Projected P-2 ADA:</b>	<b>441.93</b>	<b>441.93</b>	<b>441.93</b>
<b>Revenues:</b>			
General Purpose Entitlement	\$ 5,233,318	\$ 5,436,409	\$ 5,614,662
Federal Revenue	299,424	182,063	187,525
Other State Revenue	822,409	847,081	872,494
Other Local Revenue	18,000	18,540	19,096
<b>TTL Revenues</b>	<b>\$ 6,373,151</b>	<b>\$ 6,484,092</b>	<b>\$ 6,693,776</b>
<b>Expenditures:</b>			
Certificated Salaries	\$ 2,939,774	\$ 3,027,967	\$ 3,118,806
Non-Certificated Salaries	651,065	670,597	690,715
Benefits	1,123,838	1,276,249	1,318,680
Books/Supplies/Materials	272,329	280,499	288,914
Services/Operations	1,414,165	1,456,590	1,500,288
Capital Outlay	-	-	-
Other Outgo	-	-	-
<b>TTL Expenditures</b>	<b>\$ 6,401,171</b>	<b>\$ 6,711,902</b>	<b>\$ 6,917,403</b>
<b>Net Revenues</b>	<b>\$ (28,020)</b>	<b>\$ (227,809)</b>	<b>\$ (223,627)</b>
<b>Beginning Balance July 1</b>	<b>\$ 3,009,370</b>	<b>\$ 2,981,350</b>	<b>\$ 2,753,541</b>
<b>Ending Balance June 30</b>	<b>\$ 2,981,350</b>	<b>\$ 2,753,541</b>	<b>\$ 2,529,914</b>
<b>Ending Balance as % of Exp.:</b>	<b>46.6%</b>	<b>41.0%</b>	<b>36.6%</b>



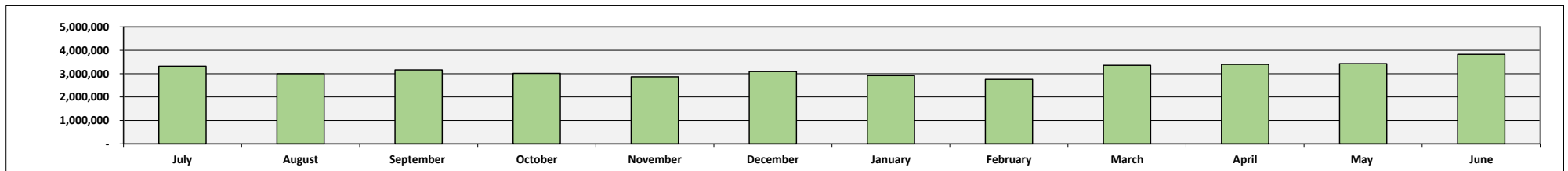
**Fundraising**  
**2023-24 July Budget**  
**MULTI-YEAR PROJECTION SUMMARY**

	2023-24	2024-25	2025-26
<b>Projected Enrollment:</b>	-	-	-
<b>Projected P-2 ADA:</b>	-	-	-
<b>Revenues:</b>			
General Purpose Entitlement	\$ -	\$ -	\$ -
Federal Revenue	-	-	-
Other State Revenue	-	-	-
Other Local Revenue	36,000	37,080	38,192
<b>TTL Revenues</b>	<b>\$ 36,000</b>	<b>\$ 37,080</b>	<b>\$ 38,192</b>
<b>Expenditures:</b>			
Certificated Salaries	\$ -	\$ -	\$ -
Non-Certificated Salaries	-	-	-
Benefits	-	-	-
Books/Supplies/Materials	12,000	12,360	12,731
Services/Operations	19,000	19,570	20,157
Capital Outlay	-	-	-
Other Outgo	-	-	-
<b>TTL Expenditures</b>	<b>\$ 31,000</b>	<b>\$ 31,930</b>	<b>\$ 32,888</b>
<b>Net Revenues</b>	<b>\$ 5,000</b>	<b>\$ 5,150</b>	<b>\$ 5,305</b>
<b>Beginning Balance July 1</b>	<b>\$ 33,828</b>	<b>\$ 38,828</b>	<b>\$ 43,978</b>
<b>Ending Balance June 30</b>	<b>\$ 38,828</b>	<b>\$ 43,978</b>	<b>\$ 49,283</b>
<b>Ending Balance as % of Exp.:</b>	<b>125.3%</b>	<b>137.7%</b>	<b>149.8%</b>



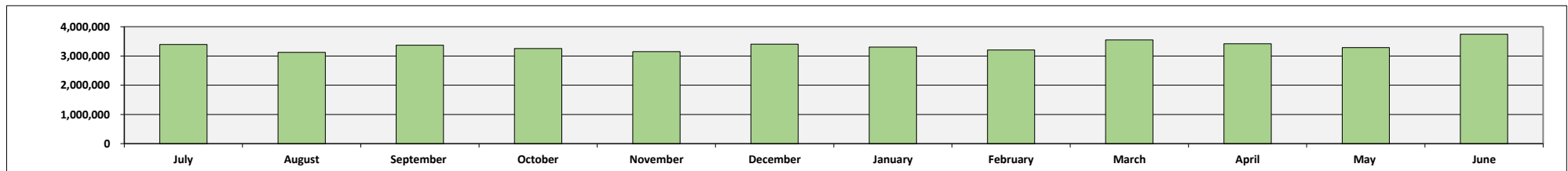
**Manzanita Public Charter School**  
**2023-24 July Budget**  
**2023-24 Projected Monthly Cash Flow Statement**

Description	2023-24 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		<b>3,465,921</b>	<b>3,319,908</b>	<b>2,996,260</b>	<b>3,162,143</b>	<b>3,012,621</b>	<b>2,868,772</b>	<b>3,090,358</b>	<b>2,921,996</b>	<b>2,753,634</b>	<b>3,357,256</b>	<b>3,394,489</b>	<b>3,431,723</b>	<b>3,829,749</b>	<b>3,465,921</b>
<b>CASH INFLOWS</b>															
<b>REVENUES</b>															
LCFF State Aid	2,626,436	131,322	131,322	236,379	236,379	236,379	236,379	236,379	236,379	236,379	236,379	236,379	236,379	-	2,626,436
Education Protection Account	1,373,308	-	-	343,327	-	-	343,327	-	-	343,327	-	-	343,327	-	1,373,308
In-Lieu-Of Property Taxes	1,233,574	-	-	-	-	-	-	-	-	411,191	205,596	205,596	205,596	205,596	1,233,574
Federal Revenues	299,424			37,428	19,962	19,962	37,428	19,962	19,962	37,428	19,962	19,962	37,428	29,942	299,424
Other State Revenues	822,409	41,120	41,120	74,017	74,017	74,017	74,017	74,017	74,017	74,017	74,017	74,017	74,017	-	822,409
Other Local Revenues	18,000	1,385	1,385	1,385	1,385	1,385	1,385	1,385	1,385	1,385	1,385	1,385	1,385	1,385	18,000
<b>TTL CASH INFLOWS</b>	<b>6,373,151</b>	<b>173,827</b>	<b>173,827</b>	<b>692,536</b>	<b>331,742</b>	<b>331,742</b>	<b>692,536</b>	<b>331,742</b>	<b>331,742</b>	<b>1,103,727</b>	<b>537,338</b>	<b>537,338</b>	<b>898,131</b>	<b>236,923</b>	<b>6,373,151</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	2,939,774	117,591	239,006	239,006	239,006	239,006	239,006	239,006	239,006	239,006	239,006	239,006	239,006	193,117	2,939,774
All Classified Salaries	651,065	40,692	50,864	50,864	50,864	50,864	50,864	50,864	50,864	50,864	50,864	50,864	50,864	50,864	651,065
All Benefits	1,123,838	49,538	90,722	90,722	90,722	90,722	90,722	90,722	90,722	90,722	90,722	90,722	90,722	76,360	1,123,838
All Materials & Supplies	272,329	34,041	38,904	68,082	22,694	17,021	12,379	12,379	12,379	12,379	12,379	12,379	12,379	4,937	272,329
All Services and Operations	1,414,165	107,134	107,134	107,134	107,134	107,134	107,134	107,134	107,134	107,134	107,134	107,134	107,134	128,560	1,414,165
All Capital Outlay/Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL CASH OUTFLOWS</b>	<b>6,401,171</b>	<b>348,996</b>	<b>526,630</b>	<b>555,808</b>	<b>510,420</b>	<b>504,747</b>	<b>500,105</b>	<b>500,105</b>	<b>500,105</b>	<b>500,105</b>	<b>500,105</b>	<b>500,105</b>	<b>500,105</b>	<b>453,838</b>	<b>6,401,171</b>
<b>NET REVENUES</b>	<b>(28,020)</b>														<b>(28,020)</b>
Accounts Receivable (net change)															-
Accounts Payable (net change)		29,156	29,156	29,156	29,156	29,156	29,156								174,933
Fixed Asset Acquisitions															-
Other Cash Inflows/Outflows															-
<b>NET INFLOWS/OUTFLOWS</b>		<b>29,156</b>	<b>29,156</b>	<b>29,156</b>	<b>29,156</b>	<b>29,156</b>	<b>29,156</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>174,933</b>
<b>ENDING CASH BALANCE</b>		<b>3,319,908</b>	<b>2,996,260</b>	<b>3,162,143</b>	<b>3,012,621</b>	<b>2,868,772</b>	<b>3,090,358</b>	<b>2,921,996</b>	<b>2,753,634</b>	<b>3,357,256</b>	<b>3,394,489</b>	<b>3,431,723</b>	<b>3,829,749</b>		
<b>Days Cash On Hand</b>		<b>189</b>	<b>171</b>	<b>180</b>	<b>172</b>	<b>164</b>	<b>176</b>	<b>167</b>	<b>157</b>	<b>191</b>	<b>194</b>	<b>196</b>	<b>218</b>		



**Manzanita Public Charter School**  
**2023-24 July Budget**  
**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
<b>BEGINNING CASH</b>		<b>3,829,749</b>	<b>3,393,296</b>	<b>3,120,344</b>	<b>3,366,436</b>	<b>3,255,988</b>	<b>3,151,384</b>	<b>3,405,508</b>	<b>3,305,684</b>	<b>3,205,861</b>	<b>3,549,713</b>	<b>3,418,642</b>	<b>3,287,570</b>	<b>3,746,582</b>	<b>3,829,749</b>
<b>CASH INFLOWS</b>															
<b>REVENUES</b>															
LCFF State Aid	2,728,361	131,322	131,322	236,379	236,379	236,379	236,379	236,379	236,379	209,488	209,488	209,488	418,977	-	2,728,361
Education Protection Account	1,426,602	-	-	343,327	-	-	343,327	-	-	369,974	-	-	369,974	-	1,426,602
In-Lieu-Of Property Taxes	1,281,446	-	74,014	148,029	98,686	98,686	98,686	98,686	98,686	188,658	94,329	94,329	94,329	94,329	1,281,446
Federal Revenues	182,063	-	-	22,758	12,138	12,138	22,758	12,138	12,138	22,758	12,138	12,138	22,758	18,206	182,063
Other State Revenues	847,081	42,354	42,354	76,237	76,237	76,237	76,237	76,237	76,237	76,237	76,237	76,237	76,237	-	847,081
Other Local Revenues	18,540	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	1,426	18,540
<b>TTL CASH INFLOWS</b>	<b>6,484,092</b>	<b>175,102</b>	<b>249,116</b>	<b>828,156</b>	<b>424,866</b>	<b>424,866</b>	<b>778,813</b>	<b>424,866</b>	<b>424,866</b>	<b>868,541</b>	<b>393,618</b>	<b>393,618</b>	<b>983,701</b>	<b>113,961</b>	<b>6,484,092</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	3,027,967	121,119	246,176	246,176	246,176	246,176	246,176	246,176	246,176	246,176	246,176	246,176	246,176	198,910	3,027,967
All Classified Salaries	670,597	41,912	52,390	52,390	52,390	52,390	52,390	52,390	52,390	52,390	52,390	52,390	52,390	52,390	670,597
All Benefits	1,276,249	56,256	103,025	103,025	103,025	103,025	103,025	103,025	103,025	103,025	103,025	103,025	103,025	86,715	1,276,249
All Materials & Supplies	280,499	35,062	40,071	70,125	23,375	17,531	12,750	12,750	12,750	12,750	12,750	12,750	12,750	5,085	280,499
All Services and Operations	1,456,590	110,348	110,348	110,348	110,348	110,348	110,348	110,348	110,348	110,348	110,348	110,348	110,348	132,417	1,456,590
All Capital Outlay/Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL CASH OUTFLOWS</b>	<b>6,711,902</b>	<b>364,698</b>	<b>552,011</b>	<b>582,064</b>	<b>535,314</b>	<b>529,471</b>	<b>524,689</b>	<b>524,689</b>	<b>524,689</b>	<b>524,689</b>	<b>524,689</b>	<b>524,689</b>	<b>524,689</b>	<b>475,518</b>	<b>6,711,902</b>
	<b>(227,809)</b>														<b>(227,809)</b>
Accounts Receivable (net change)		206,980	29,942	-											236,923
Accounts Payable (net change)		(453,838)													(453,838)
Fixed Asset Acquisitions		-													-
Other Cash Inflows/Outflows															-
<b>NET INFLOWS/OUTFLOWS</b>		<b>(246,858)</b>	<b>29,942</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>(216,915)</b>
<b>ENDING CASH BALANCE</b>		<b>3,393,296</b>	<b>3,120,344</b>	<b>3,366,436</b>	<b>3,255,988</b>	<b>3,151,384</b>	<b>3,405,508</b>	<b>3,305,684</b>	<b>3,205,861</b>	<b>3,549,713</b>	<b>3,418,642</b>	<b>3,287,570</b>	<b>3,746,582</b>		
<b>Days Cash On Hand</b>		<b>185</b>	<b>170</b>	<b>183</b>	<b>177</b>	<b>171</b>	<b>185</b>	<b>180</b>	<b>174</b>	<b>193</b>	<b>186</b>	<b>179</b>	<b>204</b>		





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A Gold Ribbon School ~

## Item Scheduled for Action/Consideration Attachment

*Item Title: Expanded Learning Opportunity Program (ELOP) partner contracts*

**Background:** The ELOP program provides funding for afterschool and summer enrichment programs for transitional kindergarten through sixth grade students as described in California Education Code (EC) Section 46120, Amended by AB 181 (Chapter 52, Statutes of 2022) and AB 185 (Chapter 571, Statutes of 2022).

Manzanita Public Charter School will partner with the following two agencies to provide a robust and enjoyable learning program for its scholars:

### ***Children's Creative Project***

The program will provide afterschool Arts Education to Manzanita's unduplicated students during the scheduled 180 school days for the 2023-24 school year.

### ***YMCA (Camp Thrive)***

The program will provide 9 hour days to Manzanita's unduplicated students, further supporting the ELOP's statute requiring 30 calendar days beyond the 2023-24 regularly scheduled 180 school days.

**Recommendation:** Approval

**Fiscal impact:** \$131,053.44 Children's Creative Project fees

\$138,000.00 YMCA fees

**Resource Person:** Suzanne Nicastro



## **Manzanita Public Charter School (MPCS)**

### **Expanded Learning Opportunities Program Site 2023-2026**

**Local Education Agency (LEA) name:** Manzanita Public Charter School

**Contact Name:** Suzanne Nicastro, Superintendent

**Contact email:** [suzanne.nicastro@manzanitacharterschool.com](mailto:suzanne.nicastro@manzanitacharterschool.com)

**Contact phone:** 805-588-2423

Instructions: Please list the school sites that your LEA selected to operate the Extended Learning Opportunities Program (ELO-P):

Manzanita Public Charter School



### **About this ELO-P plan**

This Expanded Learning Opportunity Program (ELO-P) Plan is approved by the Manzanita Public Charter School Governance Board in a public meeting and posted on the LEA website. The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P. MPCS is responsible for creating, reviewing, and updating the ELO-P plan every three years in accordance with EC Section 8482.3(g)(1). MPCS is responsible for the plan and the oversight of any community partners or subcontractors.

During the 180 school days, Manzanita's ELOP program will be held on the Manzanita campus. The LEA has formed a partnership with a Central Coast non-profit called Children's Creative Project. CCP employees will be providing Arts Instruction, coupled with homework support, for its daily, after school program design.

**During the ELO-P required 30 additional non-school days, Manzanita will be bussing eligible students to the YMCA and Vandenberg Space Force Base Youth Center for extended day support.**



This ELO-P Plan is designed to increase access to educational, literacy, and enrichment services beyond the regular school day and the current offerings within Manzanita Public Charter School.

## **Purpose**

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and 30 additional non-school days for grades TK-6 students. It is the intent of the CA legislature that expanded learning programs are student-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

“Expanded learning” means before school, after school, summer, or intercession (other non-school days) that focus on developing the academic, social, emotional, and physical interests of students through hands-on engaging learning experiences. “Expanded learning” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.

### ***ELOP is required by AB130.***

The Expanded Learning Opportunities Program is required by California Education Code Section 46120. It states that LEAS must provide access to 50% of unduplicated pupils in grades TK-6 access to expanded learning opportunity programs.

Students in TK-6th grade must have access to no less than 9 hours of combined instructional time and expanded learning opportunities daily. Including at least 30 non-school days.

**Services** that must be available to unduplicated pupils defined as foster youth, students receiving free or reduced priced meals, and English Learners.

## **Clear Version and Purpose**

*Describe the program’s clear vision, mission, and purpose*

The purpose of MPCS’s Expanded Learning Opportunities Program (ELO-P) is to provide identified Manzanita TK-6 scholars access to 9 hours of instructional and enrichment programming per day for 180 days of school, as well as 30 days of intercession (non-school days) also at 9 hours per day. In addition, the purpose of Manzanita’s ELO-P model also includes the following: (1) to develop an excitement, interest, and focus for all forms of learning (2) decrease chronic absenteeism with unduplicated students (3) Provide daily tutoring support for unduplicated students.

Manzanita's ELOP vision is to teach its scholars the following learning paradigm:

"Logic will get you from A to B. Imagination will get you everywhere."

--- Albert Einstein

*The mission of the program is to deliver high quality lessons, in a hands-on, workshop model, which supports this vision. It is expected that Manzanita scholars will, over time, grow in their*



*ability to think creatively, gain self-confidence, and build learning resiliency, all while being continually exposed to differing artistic, academic, and social emotional experiences.*

### **Safe and Supportive Environment**

*Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there*

MPCS's Expanded Learning Opportunities Program (ELO-P) will provide a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all its students. Manzanita's ELO-P program will be aligned with the LEA's current school system, including a system of support for the whole child. MPCS community partners (Children's Creative Project, YMCA, and VSFB Youth Center), will practice active supervision and will operate within our multi-tiered system of support. The positive behavior interventions and support (PBIS) system utilized throughout MPCS will be taught and re-enforced in the after school setting in alignment with during the day expectations.

The Manzanita ELO-P program will align with PBIS practices:

- Align program-wide expectations with the school day expectations (Rule of 4)
- Scholars will be practice existing PBIS expectations as followed during the regular school day
- Expectations will be reinforced and retaught as necessary
- When expectations are not met interventions will be provided with documentation to the site administrators, who will provide staff training and monthly meetings to discuss site-specific protocols and revisit safety procedures as needed. All professional development and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

Children's Creative Project (CCP) employees will regularly learn and regularly participate in scheduled fire, earthquake, and active shooter drills. The ELO-P staff will follow protocols for illness/injuries. Program staff will write and share incident reports. Program staff will have access to student's demographic, health, and medical information. Program staff will be aware of students' locations at all times.

### **Active and Engaged Learning**

*Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.*

The Manzanita Extended Learning Program (ELO-P) is a workshop model which encourages individual interests and growth in the arts, social emotional learning, and resiliency.

The Children's Creative Project (CCP) brings young people and professional artists together to develop the following:

- artistic perception
- creative expression
- aesthetic valuing
- an understanding of artists and the creative process
- historical and cultural arts heritage

Manzanita's ELOP program will provide a workshop model of after school learning that will include theatre, dance, instrumental music, visual arts, media arts, and a Ukelele Club.

### **Skill Building**

Describe how the program will provide opportunities for students to experience skill building.

In addition to the CCP artistic workshop learning modules, The ELO-P after school program will provide daily, homework/tutoring support for skill building in its schedule. MPCs teacher and classified instructional team members, when staffing permits, will also weave in ELA and Math intervention strands throughout the school year. These intervention "blocks" may be offered each trimester for a period of 10-20 school days, for targeted academic support (as able) depending on staffing availability.

During targeted, trimester intervention blocks, the focus will be as follows:

- Staff will use techniques aligned with the core-day classroom to assist students. ELO-P Teachers and tutors will make sure students are utilizing strategies to ensure they are retaining the subject area concepts as well as build their capacity to be accountable for their ELA and Math learning.
- Digital literacy programs will be considered if Manzanita identifies one of its online reading/math platform focuses as a need. Digital literacy can include, but is not limited to Lexia, Benchmark Advance, Mystery Science, Renaissance, coding, and robotics. The use of these technology-based programs will enhance students' digital literacy competencies and improve innovation skills.
- Sites will utilize STAR Assessments, as well as programmatic assessments and tools to monitor student progress. Results will be evaluated by site, academic staff and administration to monitor student progress.
- Assessment data will be reviewed during all targeted academic sessions to ensure essential standards progress is made and to determine correct intervention approaches take place. The site Principal and intervention team will monitor this progress at a minimum of once per trimester. Grade level professional learning communities will be required to review this data at a minimum of once per trimester as well.

### **Youth, Voice, and Leadership**

*Describe how the program will provide opportunities for students to engage in youth voice and leadership*

Decades of research show that experiencing the creative process develops critical thinking skills, engages students, and fosters innovation. The CCP artists, who will be delivering the after-school workshops for Manzanita youth, design these workshops to accomplish the following:

- have permission to experiment and take risks
- develop imagination, skills, creative expression, artistic perception, and aesthetic valuing
- develop self-confidence, self-esteem, self-discipline, and cooperation with others
- acquire and understanding of the artists, the creative process, and historical and cultural arts heritage
- Gain inspiration and joy, and an increased desire to attend school

All of the goals listed above lead to opportunities for Manzanita scholars to engage in youth voice and leadership within the workshop model.

***ADD MORE HERE***

### **Healthy Choices and Behaviors**

*Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.*

Manzanita Public Charter School will work with its LEA authorizer, Lompoc Unified School District, to provide nutritional snacks during the ELO-P hours of programing. Currently, LUSD and MPCS work within a memorandum of understanding by which LUSD provides breakfast and lunch items for the LEA's students at an agreed upon cost.

Manzanita hires and trains its own employees for the serving of all food items on the campus.

Additionally, Manzanita will ensure that all students are engaged in regular physical activity during its ELO-P program and that healthy food choices are served and promoted. Students will be provided with a healthy snack, provided by Lompoc Unified School District Food Services. In order to establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions. All nutritious meals and snacks will be offered to all students at no cost. The meal service will meet the USDA nutrition requirements set forth by the federally regulated Child & Adult Care Feeding Program (CACFP). Manzanita's school nurse will ensure students with reported food allergies are provided meals that meet the accommodations plan.

The inclusion of lessons and concepts from Manzanita's SEL program (DESSA) will be used to support students with further development of social emotional learning skills via individual counseling by our DESSA counselor where staffing availability permits.

## **Diversity, Access, and Equity**

*Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities. California Department*

Access to ELO-P is essential to meet the needs of students, especially those with disabilities, English learners / multilingual students, and/or students that have barriers that could potentially limit their participation. Manzanita's ELO-P model will promote diversity and inclusion by providing opportunities for students to celebrate their unique backgrounds. The CCP artist workshops are designed to highlight the rich heritage of our students along with guest speakers from various cultural backgrounds who may be scheduled throughout the school year to speak about their cultural experiences and backgrounds. These guest speakers will provide numerous opportunities for Manzanita students to gain further understanding and appreciation of other cultures.

The CCP workshop artists are trained and prepared to deliver a curriculum program which celebrates students' culture in a variety of ways. One of the most prominent ways is through the infusion of culturally rich experiences that highlight the rich heritage of our students. Students will explore their heritage and culture in through activities, projects, presentations, and/or performances. Furthermore, some activities will involve the family which will further bolster the celebration of students' culture and backgrounds.

For students with disabilities, the ELO-P model will provide support staff that have training in working with students with special needs. The Special Education Department will conduct onsite support when there is a need for additional guidance with special needs students. The Special Education Department and ELO-P site Principal will collaborate on reasonable accommodations as they relate to student's IEPs and determine support plans as necessary. To meet the needs of English Learners (EL) / multilingual learners, staff development on best practices to support ELs such as the use of visuals, guided oral practice with modeling, and teaching vocabulary, will be utilized during all workshop sessions.

## **Quality Staff**

*Describe how the program will provide opportunities for students to engage with quality staff.*

Since 1973, The CCP is seen as a well recognized non-profit organization in Santa Barbara and San Luis Obispo counties. Today, CCP is best known as a trusted and skilled resource for connecting children to professional artists. Each year, its programs reach more than 50,000 children in Santa Barbara and San Luis Obispo county schools. The non-profit organization is also a program of the Santa Barbara County Office of Education which provides office space and employs its Executive Director.

In addition to its fledgling CCP partnership, Manzanita will also be partnering, during its 30 non-school days, with its local YMCA organization which currently operates a number of after school programs in the Lompoc region. In addition, Manzanita's military dependent students will attend the Youth Center program on Vandenberg Space Force Base on these days. Both agencies have been successfully providing after school care for children in our community for decades.

MPCS will also take the following steps to ensure opportunities for its students to engage with high quality staff:

- The LEA Superintendent shall ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide, pursuant to the policies of the LEA.
- The LEA Superintendent shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.
- All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in LEA policy.
- Professional development will be provided based on the needs of the program, requirements, budgets, and any information that affects the day-to-day operations of the program. Program provider administrators will retain proof of staff qualifications that meet or exceed the Manzanita Public Charter School's minimum requirements of an instructional aide. Opportunities will be available for participants and community partners to provide feedback on program quality through the continuous quality improvement process.
- Staffing results and updates will be shared with the LEA Superintendent, school site administrators, School Site Council, and other community partners as appropriate.

### **Collaborative Partnerships**

*Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.*

Manzanita has formed the following collaborative partnerships for its ELO-P program:

1. Children's Creative Project (CCP)
2. Lompoc YMCA
3. Vandenberg Space Force Base Youth Center
4. Lompoc Unified School District (LEA authorizer)
5. Student Transportation Services of America (STA)
6. Site Based Partners including classified and certificated personnel

The LEA Superintendent will continue to develop community partnerships that are formalized and clearly articulated through written agreements and maintained through on-going communication each year. Provider staff, including site administration, will continuously seek out additional partners to support the programs. ***This broad-based ELO-P provider team will coordinate a seamless and integrated partnership with the expanded learning program by cultivating and maintaining regular relationships with school day staff and active participation in staff meetings.*** Governance meetings with school administrators will be held to discuss the expanded learning program, its goals, and accomplishments. Expanded Learning Networking meetings and partnerships with local

community-based organizations will be calendared in order to collaborate regularly to leverage resources.

### **Continuous Quality Improvement**

*Describe the program's Continuous Quality Improvement plan*

Manzanita Public Charter School provides a multi-tiered layer of support services to all its scholars during its regularly scheduled school day. Like other Manzanita programs, The ELO-P model will also include program goals and data points which will be evaluated each trimester by the site leadership and intervention team. Assessment tools will also include student, staff, and family surveys, as well as enrollment/engagement data.

The Expanded Learning Opportunity Program will be led primarily in a shared model by the School Principal and Assistant Principal, with over-arching support from the Superintendent and Manzanita Intervention Team. The ELO-P plan will be evaluated annually and revised at least every 3 years.

The site administrators, along with the intervention team, will share data about program strengths and challenges with family participants and involve them with program planning and goal setting. Collaboratively, they will use outcomes to prioritize future work around program design, professional development, and program practices.

### **Program Management**

*Describe the plan for program management.*

The LEA Superintendent and School Principal will jointly be responsible for the overall management of the ELO-P program which includes creating a budget, monitoring staffing, creating policies and practices that are communicated to staff and community members and creating structures for contracts with community partners.

--The Superintendent will be responsible for creating and reviewing an annual budget that meets ELO-P guidelines and is focused on sustainable fiscal practices

--The Superintendent will negotiate and monitor all community partner contracts related to the ELO-P program

--The School Principal will create and maintain a parent/partner handbook which outlines, in easily understandable language, the policies and procedures of the ELO-P program on the Manzanita campus.

--The School Principal and Assistant Principal will be available to support all discipline and safety related issues which occur during the ELO-P program.

--The School Principal and Assistant Principal will work with site staff to assign and monitor all extra duties as related to the ELO-P program including bussing, front office, maintenance, and food support services.

The LEA Superintendent and Site administration will work together to create and update manuals that clearly define policies, procedures, and staff roles. MPCS will provide a user-friendly parent handbook that describes policies and procedures as well as provide the program organizational structure including lines of supervision for each site. The budget will be flexible and monitored by site administration and the LEA Superintendent to make allocation decisions as needed throughout the year.

Manzanita Public Charter School's ELO-P funds will be used to provide resources. Manzanita's ELO-P model will maintain sign-in and sign-out procedures that comply with safety requirements for the collection of attendance data. Site administration will maintain the attendance accounting information to allow for compliance in the event of audit or program requirement change. Site administration will keep up-to-date and accessible records of all participants and employees; manage site-level resources; have the flexibility to make site-level decisions and have a process for requesting additional supports when necessary. The LEA Superintendent and site administration will stay informed about new research, best practices, and innovations in expanded learning programs.

### **General Questions**

#### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

*ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program. California Department*

Not Applicable

#### **Transitional Kindergarten and Kindergarten**

*Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?*

Manzanita Public Charter School, along with its community ELO-P partners, will actively recruit and prepare staff for working with students in all ELO-P placements. Specific attention will be paid in recruitment and hiring to candidate understanding of the developmental needs of younger children, including the communication and social development patterns of young children. Close monitoring of program staff will be in place to ensure that appropriate interactions are occurring, with support and training provided to further develop the skills of staff in working with transitional kindergarten and kindergarten groups. Adjustments will be made in programmatic offerings to best fit the needs of young students while providing access to a wide variety of

academic and enrichment structures. Staffing will be expanded as needed to maintain the 10:1 ratio for transitional kindergarten and kindergarten groupings. Group counts will be closely monitored by the site Principal in order to be proactive with community partners in providing additional staff members should group sizes increase.

## **Sample Program Schedule**

*Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day. California Department of Education Created September 30, 2021*

Manzanita's transitional kindergarten and kindergarten scholars who are interested in participating in the ELO-P program will all have access (when the program is able to be fully staffed to scale) when the LEA's \$40 million dollar facilities rehabilitation project is completed. Completion of this Federal and State funded project is slated to be Fall of 2026. Until then, TK and Kinder scholars interested in participating, will go through a lottery process for placement in the ELO-P program. Unduplicated students will receive first preference during the lottery process. Staffing for those scholars who are selected for seats in the program will maintain a pupil-to-staff member ratio of no more than 10 to 1.

Manzanita's ELO-P model will include ample opportunities for its youngest scholars to socialize with other students, develop oral language, engage in hands on activities, creative play, social skills, tutoring, homework help, arts and crafts, and time outdoors exploring their environments and playing with other children.

## **Regular School Day Schedule**

8:10-10	Instructional day
10-10:15	Recess
10:15-11:45	Instructional day
11:45-12:30	Lunch
12:30-2:50	Instructional day
2:50-5:10	ELO-P program

### **NON School Day Sample Schedule (YMCA/VSFB Youth Center)**

8-9	Arrival and breakfast
9-12	Program play (TBD)
12-1	Lunch and play
1-5	Program play (TBD)





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The program will provide afterschool Arts Education to Manzanita's unduplicated students during the scheduled 180 school days for the 2023-24 school year.

### ***YMCA (Camp Thrive)***

The program will provide 9 hour days to Manzanita's unduplicated students, further supporting the ELOP's statute requiring 30 calendar days beyond the 2023-24 regularly scheduled 180 school days.

**Recommendation:** Approval

**Fiscal impact:** \$131,053.44 Children's Creative Project fees

\$138,000.00 YMCA fees

**Resource Person:** Suzanne Nicastro

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
SANTA BARBARA COUNTY EDUCATION OFFICE  
CHILDREN'S CREATIVE PROJECT  
AND  
MANZANITA CHARTER SCHOOL  
DATED, JUNE 2, 2023**

This Agreement is entered into between Santa Barbara County Education Office, herein referred to as SBCEO, Children's Creative Project, herein referred to as CCP, and San Luis Coastal Unified School District, herein referred to as Manzanita Charter. SBCEO, CCP and Manzanita Charter may each be referred to as a "Party" in this Agreement or, collectively, the "Parties". This Agreement outlines responsibilities of each Party providing services at Manzanita Charter.

**NOTE:** Children's Creative Project to provide various visual and performing arts classes at any of the San Luis Coastal Unified School District sites from July 1, 2022 until this contract is terminated. Any site that chooses to request these classes will have their own agreement approved before services beginning.

**MANZANITA CHARTER AGREES TO THE FOLLOWING:**

1. Remit payment to SBCEO in the total amount of \$131,053.44 per agreement for services provided as outlined in the [Manzanita Charter AS Program 23/24](#).
2. Remit payment to SBCEO within thirty days of receipt of a final invoice.
3. Contact the CCP Program Coordinator when there is a change in the total number of regular classrooms served at a school site.
4. Order, purchase, and provide all art materials needed for arts workshops as requested by the resident artists and Program Associate. Provide access to the school's copier for materials required for arts workshops.
5. All payments to resident artists for workshops (and to touring artists for any performances from the CCP Arts Catalog) will be issued by SBCEO/CCP.

**SBCEO AGREES TO THE FOLLOWING:**

SBCEO agrees to render the following services stated herein

1. Provide services as outlined in the [Manzanita Charter AS Program 23/24](#) (attached).
2. Provide CCP Program Coordinator to implement the program of Resident Artist Workshops.
3. Contract for services with resident artists. SBCEO will maintain records of full COVID-19 Vaccination status, DOJ clearance, and TB testing, as required by law.
4. Direct resident visual artists to provide each school site with a list of art materials needed for the Visual Arts workshops three to four weeks prior to start of workshops.
5. Remit payments to resident artists and touring artists for services provided.
6. Invoice individual schools for:
  - a. The cost of additional Resident Artist Workshops in excess, per item #1 above.
7. Provide the district with an invoice for payment of services during:
  - a. December, March, June and July.
8. Provide 72-hours advance notice of any change or cancellation in schedule of services (except due to sudden illness).

**BOTH PARTIES MUTUALLY AGREE TO:**

In consideration of the covenants and agreements set forth herein, the receipt and sufficiency of which are hereby acknowledged, it is also understood and agreed as follows:

**TERM OF AGREEMENT:**

The term of this Agreement is for the period of July 1 of any given school year to June 30 of the following year, unless terminated as provided hereinafter or extended by mutual agreement.

**COMPENSATION:**

In consideration for services rendered by SBCEO, Manzanita Charter school shall pay the agreed total to Children's Creative Project / SBCEO for services rendered.

**TERMINATION OF AGREEMENT:**

- a. This Agreement may be terminated by Manzanita Charter, CCP, and/or SBCEO upon 30 days written notice of intent to terminate.
- b. Unless so terminated, this Agreement shall remain in full force and effect for the full term of this Agreement.
- c. If this Agreement is terminated before the end of the full-term payment to SBCEO/CCP will be made on a pro-rated basis, according to the services provided up to the date of termination.

**AMENDMENTS**

This Agreement may be amended only by the written agreement of both parties.

**COMPLIANCE WITH LAWS:**

Each party to this Agreement will comply with all applicable laws.

**NATURE OF AGREEMENT:**

This Agreement constitutes the entire Agreement between the Parties regarding its subject matter and may be modified only as provided herein. No representations or oral or implied agreements have been made by any Party hereto or its agent, and no Party to this Agreement relies upon any representation or agreement not set forth herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

**BINDING EFFECT:**

This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

**WAIVER:**

No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

**SEVERABILITY:**

If any provision or any part of this Agreement is for any reason held to be invalid and or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

**GOVERNING LAW:**

This Agreement shall be governed by and interpreted, construed, and enforced in accordance with the laws of the state of California.

**COUNTERPART EXECUTION: ELECTRONIC DELIVERY:**

This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

**NOTIFICATION:**

All notices, requests and other communication under this Agreement shall be in writing and mailed to:

Santa Barbara County Education Office  
Educational Services Division  
PO Box 6307  
Santa Barbara, CA 93160

Children's Creative Project  
3970 La Colina Road, Suite 9  
Santa Barbara, CA 93110

IN WITNESS WHEREOF the parties hereto have executed this Agreement.

\_\_\_\_\_  
Suzanne Nicastro, Superintendent  
Manzanita Public Charter School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Bridget Baublits, Assistant Superintendent  
Santa Barbara County Education Office

\_\_\_\_\_  
Date

\_\_\_\_\_  
Kai Tepper, Executive Director  
Children's Creative Project

\_\_\_\_\_  
Date



991 Mountain View Blvd,  
Vandenberg AFB, CA 93437  
(805) 734-5600 ~ FAX (805) 734-3572  
[www.manzanitacharterschool.com](http://www.manzanitacharterschool.com)  
A Gold Ribbon School ~

## Item Scheduled for Action/Consideration Attachment

*Item Title: Expanded Learning Opportunity Program (ELOP) partner contracts*

**Background:** The ELOP program provides funding for afterschool and summer enrichment programs for transitional kindergarten through sixth grade students as described in California Education Code (EC) Section 46120, Amended by AB 181 (Chapter 52, Statutes of 2022) and AB 185 (Chapter 571, Statutes of 2022).

Manzanita Public Charter School will partner with the following two agencies to provide a robust and enjoyable learning program for its scholars:

### ***Children's Creative Project***

The program will provide afterschool Arts Education to Manzanita's unduplicated students during the scheduled 180 school days for the 2023-24 school year.

### ***YMCA (Camp Thrive)***

The program will provide 9 hour days to Manzanita's unduplicated students, further supporting the ELOP's statute requiring 30 calendar days beyond the 2023-24 regularly scheduled 180 school days.

**Recommendation:** Approval

**Fiscal impact:** \$131,053.44 Children's Creative Project fees

\$138,000.00 YMCA fees

**Resource Person:** Suzanne Nicastro



## **Manzanita Charter School YMCA 2023-24 Enrichment – Camp THRIVE Site Implementation Plan**

### **PROGRAM CONTACT INFORMATION**

School Name: Manzanita Charter School

YMCA Name: Lompoc Family YMCA, branch of the Channel Islands YMCA

Regional Executive Director & Email: Thomas Speidel, Thomas.Speidel@ciymca.org

### **PROGRAM INFORMATION**

Enrollment Capacity: 120 students

Program Start Date: December 18, 2023

Program End Date: June 28, 2024

Dates included:

- December 18-22, 2023: Monday to Friday: 7:30 a.m. - 6:00 p.m.
- January 2-5, 2024: Tuesday to Friday: 12:00 p.m. - 6:00 p.m.
- April 1-5, 2024: Monday to Friday: 7:30 am – 6:00 pm
- June 10 – 14, 2024: Monday to Friday: 7:30 am – 6:00 pm
- June 17 – 21, 2024: Monday to Friday: 7:30 am – 6:00 pm
- June 24 – 28, 2024: Monday to Friday: 7:30 am – 6:00 pm

### **PROGRAM OVERVIEW**

#### **Diversity, Access and Equity**

Everyone is welcome at the YMCA. We incorporate diversity and inclusion into our curriculum by celebrating diversity and teaching the campers about different cultures, holidays and traditions

#### **Program Management**

Our child care/camp sites are managed by a team of well-trained individuals.

- Executive Leadership
- Program Coordinator for all programs
- Site Supervisor
- Youth Program Leaders

#### **Quality Staff**

The YMCA is committed to employing and training quality staff. Each one of our staff members is trained in the following areas:

- Child Abuse Prevention
- Playground Safety & Programming at Camp
- Risk Management 101
- Harassment Prevention
- Bullying Prevention At Camp
- Managing Your Exposure BBP
- Trauma Informed Care
- Classroom Management



### **Program Ratios and Attendance**

- ELOP programs allow for 1:20 ratio for 1-6<sup>th</sup>, 1-10 for TK/K
- YMCA will safely support the program based on staffing capacity
- YMCA adheres to all attendance procedures for the program
  - Students will be removed from the program at the determination of the school
- YMCA will partner with all district partners/vendors as requested
- YMCA will provide program services as requested by the district
- Enrollment reports are provided with all invoices

### **Safe & Supportive Environment**

The YMCA promotes a safe and supportive environment for all participants. We encourage and foster a community of care and compassion. We have safety measures in place such as daily sign in & out forms for parents, requiring identification upon pick up from the program. Our staff are trained in trauma informed care, each staff member is a mandated reporter and has completed a Livescans (background screen)/TB Test/Health Screen/CPR/First Aid and AED training.

The charter school will provide students with breakfast/lunch/snack at no cost. All program space, maintenance, and janitorial costs will be provided by the charter school, at no cost. The YMCA does not provide one to one care for participants. The charter school will provide student support as needed/requested by the YMCA.

### **Continuous Quality Improvement**

The YMCA is always seeking out ways that we can improve the quality of our programs. We send out surveys to families enrolled as well as have a comment link on our website for anyone who wants to offer ideas or collaborate.



SAMPLE WEEKLY SCHEDULE EXAMPLE					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	Check-In/Socializing	Check-In/Socializing	Check-In/Socializing	Check-In/Socializing	Check-In/Socializing
8:00	Huddle Groups	Huddle Groups	Huddle Groups	Huddle Groups	Huddle Groups
9:00	Art Education	Art Education	Art Education	Art Education	Art Education
10:00	Snack	Snack	Snack	Snack	Snack
10:30	Physical Fitness	Physical Fitness	Physical Fitness	Physical Fitness	Physical Fitness
11:30	21 <sup>st</sup> Century	College/Career	Global Learning	21 <sup>st</sup> Century	College/Career
12:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Reading	Reading	Reading	Reading	Reading
1:30	Health&Wellness	Health&Wellness	Health&Wellness	Health&Wellness	Health&Wellness
2:00	Academics	Academics	Academics	Academics	Academics
3:00	Sight Words	STEM Rotations	Site Words	Gardening Day	Sight Words
4:00	Lego Challenge	Gardening Day	Lego Challenge	STEM Rotations	Math Jeopardy
5:00	Outside Games	Tech time	Wheel Time	Water Time	Mad Science Lab





## HEALTH & WELLNESS

### Healthy Eating and Physical Fitness

HEPA: The YMCA offers campers snack in collaboration with the district. Typically we incorporate our HEPA program, which stands for Healthy Eating Physical Activity, into all camp programs. Our snack policy encourages healthy living by only serving snacks that are under 8 grams of sugar. We serve two items which can be a combination of a dairy, fruit or vegetable and a dairy product.

### Physical Fitness:

The program engages the students by having them participate in lesson plans themed to sports (basketball, soccer, fitness, football, etc) while having them improve their motor development skills.

Hygiene: Staff will speak about the importance of handwashing, sneezing in to our elbows, disposal of tissues, germs, and how to use hand sanitizer. YMCA will follow all health and reporting guidelines as required by the county/district.

## ACADEMICS & SKILL DEVELOPMENT

### Homework Help, STEAM, Math and Literacy Enrichment

Support School Learnings: Staff will put students in peer groups as they transition to the Y program. Staff will circulate the room to ensure all students are working on school work as needed.

Skill Building: Students will learn and practice new skills at camp. We work with teachers, parents and families to identify areas that the child needs help with, and then help them build those skills while at camp. They learn new skills of mentorship, program assistance, leadership and character development.

Math and Literacy Enrichment: Staff will use games and enrichment activities to support student learning in math and literacy development. Weekly focus could include story writing, character development, etc.

STEM: Campers will work in groups on experiential projects that encourage learning and exploration. Each week of camp is a different theme which will incorporate literacy, mathematics, STEAM, group games and educational field trips.



PROGRAM FEES	
Information related to program and fee structure	
The cost of a full program for the school-year:	
120 spots per week for the 2023/24 school year at Manzanita Charter School	
\$230 (per week/per student) X six weeks	
<b>Total Project Cost:</b>	<b>\$138,000.00</b>