



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

Superintendent's Enrollment Report

DATE OF MEETING: WEDNESDAY, APRIL 5, 2023

	August	September	October	November	December	January	February	March	April	May
Transitional Kinder	17	19	20	20	20	20	20	20	19	
Kinder	54	53	53	53	53	53	53	53	53	
First	55	52	51	51	52	51	50	50	49	
Second	81	79	78	78	78	77	77	77	77	
Third	54	52	53	53	53	54	54	54	54	
Fourth	72	71	70	70	70	70	70	70	69	
Fifth	69	67	65	65	65	65	65	65	65	
Sixth	62	63	60	60	62	62	63	63	63	
TOTAL	464	456	450	450	453	452	452	452	449	

Manzanita Governance Board

Unadopted Minutes

MARCH 8, 2023

Regular 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 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 March 8, 2023 at 4:30 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) <u>Call to Order</u>
Pledge of Allegiance
Establish Quorum
Opening Comments/Introductions/Welcome Guests | Time: <u>4:31 PM</u>

<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:

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

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

Any public records relating to an agenda item for an open session of the Board meeting which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 991 Mountain View Blvd, 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 Facilities Update
- c. LAO Legislative Fiscal Analysis (Attachment B)
- d. Grade 7-8 Expansion Update

2. Principal's Report

- a. Afterschool Program Update

D) Consent Agenda Items

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

1. Approval of Meeting Minutes for the Regular Board Meeting on February 1, 2023. (Attachment C)
2. Approval of Check Detail, Deposit Detail and Unpaid Bills. (Attachment D)
3. Approval of Long-Term Substitute Teacher Pay (Attachment E)
4. Approval of 2023-2024 Instructional Minutes (Attachment F)

E) Items Scheduled for Action/Consideration

1. Discussion and Approval of Maintenance/Grounds Lead Position and Salary Schedule (Attachment G) (Suzanne Nicastro)

Motion: Monique Mangino Second: Eric Wilhelm Vote: 6/6

2. Discussion and Approval of 200 Chromebook Purchase (Attachment H) (Suzanne Nicastro)

Motion: Krishna Flores Second: Eric Wilhelm Vote: 6/6

3. Discussion and Approval of Student Transportation Services of America (STA) Bus Extension Contract (Attachment I) (Suzanne Nicastro)

Motion: Beth Chi Second: Monique Mangino Vote: 6/6

4. Discussion and Approval of 2nd Interim Budget (Attachment J) (Genevieve Nelwan)

Motion: Krishna Flores Second: Beth Chi Vote: 6/6

5. Discussion and Approval of One Time 4% Off-Salary Performance Bonus with No Metrics (Attachment K) (Suzanne Nicastro)
Approved a total of \$150K in a one-time salary performance bonus with no metrics for employees. Distinct flat rate for:
1. Full-time employees and
 2. Part-time employees prorated at 75%

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
2. 2nd Trimester English Language Arts (ELA) & Mathematics Achievement Data (Attachment L) (Channon Mitchell)

G) Future Agenda Items

1. Single School Plan
2. School Safety Plan

H) Adjourn to Closed Session Time: 6:30 PM

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

1. Employee Evaluation (Government Code 54957)

I) Reconvene to Open Session Time: 7:51 PM

J) PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present)

No action taken.

K) Next Meeting

The next scheduled meeting of the Governance Board will be held on Wednesday, April 5, 2023 at 3:30 PM in the Manzanita Public Charter School Staff Lounge.

L) Adjournment Time: 7:52 PM

Manzanita Public Charter School: Warrant Report - 02/01/23-02/28/2023

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
1062	2/6/2023	Jim Burubetz-Winter Wonderland	1062	Jim Burubetz-Winter Wonderland	200.00
2363	2/2/2023	Central Coast Safety Training	012523	Invoice for PO# 23-209 Central Coast Safety Training	2,250.00
2364	2/2/2023	Diverse Pest Management Inc.	27809	Invoice for PO# 23-182 Diverse Pest	1,500.00
2365	2/2/2023	Ferguson Facilities Supply	6111727	Invoice for PO# 23-189 Ferguson	8.61
2366	2/2/2023	KLAI-Co Identification Products, Inc.	KL10282225	Invoice for PO# 23-202 KLAI-CO Identification Products, Inc	59.77
2367	2/2/2023	Larry Kaml	012523-Reimb LK	Reimbursement-Drama	800.74
2368	2/2/2023	Punchout Staples	8069038057	Invoice for PO# 23-204 Vendor Punchout Order	586.38
2369	2/2/2023	Tony Slade	120522-Mileage TS	Mileage Reimbursement Aug-Dec 2022	181.71
2370	2/10/2023	Advanced Computer Experts	740	Invoice for PO# 23-211 Advanced Computer Experts	900.00
2371	2/10/2023	Punchout Amazon	13DW-63P4-RX39	Invoice for PO# 23-203 Vendor Punchout Order	56.10
2371	2/10/2023	Punchout Amazon	17NV-6DLT-67W3	Invoice for PO# 23-207 Vendor Punchout Order	46.48
2371	2/10/2023	Punchout Amazon	1XF3-FDNV-46QL	Invoice for PO# 23-201 Vendor Punchout Order	173.92
2372	2/10/2023	Aramark	5020207480	Invoice for REQ# 23-251 Aramark	61.90
2373	2/10/2023	Comcast Business	165466477	Invoice for PO# 23-181 Comcast	1,990.56
2374	2/10/2023	Fagen Friedman & Fulfroft LLP	207717	Invoice for PO# 23-212 Fagen Friedman & Fulfroft	68.00
2375	2/10/2023	Ferguson Facilities Supply	6111916	Invoice for PO# 23-189 Ferguson	4,589.12
2376	2/10/2023	Lanspeed	55285	Invoice for PO# 23-183 Lanspeed	2,500.00
2376	2/10/2023	Lanspeed	55286	Invoice for REQ# 23-249 Lanspeed	76.00
2377	2/10/2023	Tony Slade	020123-Mileage TS	Mileage Reimbursement January 2023	75.98
2378	2/10/2023	Wells Fargo Financial Leasing Inc.	5023624237	Invoice for PO# 23-213 Wells Fargo	1,412.16
2379	2/10/2023	A & J Refrigeration	SVC17733	Service Call - Leak	624.07
2380	2/13/2023	Orcutt Union School District	021023-MS	Mathematics Superbowl 032923	140.00
2384	2/17/2023	Punchout Amazon	1J6Q-JD4L-19KH	Invoice for PO# 23-215 Vendor Punchout Order	141.30
2384	2/17/2023	Punchout Amazon	1JYR-JRCC-1JMR	Invoice for PO# 23-214 Vendor Punchout Order	129.93
2384	2/17/2023	Punchout Amazon	1LJJ-RQXK-64VH	Invoice for PO# 23-207 Vendor Punchout Order	27.18
2385	2/17/2023	Frontier Communications	062408-012823	Invoice for PO# 23-221 Frontier	75.41
2386	2/17/2023	Innovative School Solutions, Inc.	MPS177	Invoice for PO# 23-188 Innovative School Solutions	3,200.00
2387	2/17/2023	Learning A-Z	6345718	Invoice for PO# 23-205 Learning A-Z	117.00
2388	2/17/2023	Punchout Office Depot	288387960001	Invoice for PO# 23-200 Vendor Punchout Order	126.37
2388	2/17/2023	Punchout Office Depot	288387972001	Invoice for PO# 23-200 Vendor Punchout Order	205.91
2389	2/17/2023	Threshold	I444191	Invoice for PO# 23-210 Threshold	172.34
2390	2/17/2023	Visa 1313	1313-012923 SN	Suzanne N. Supplies	2,509.31
2391	2/17/2023	Visa 4121	4121-012923 AS	Anthony S. supplies	2,653.10
2392	2/17/2023	Visa 7179	7179-012923 JJ	Joanne J. supplies	2,204.24
2393	2/17/2023	YM&C	2937	Invoice for PO# 23-224 YM&C	114.00
2394	2/21/2023	Punchout Amazon	13L9-MRPV-1FVH	Invoice for PO# 23-223 Vendor Punchout Order	152.04
2394	2/21/2023	Punchout Amazon	19RF-N93W-4K6L	Invoice for PO# 23-223 Vendor Punchout Order	496.59
2394	2/21/2023	Punchout Amazon	1PXG-GRKQ-1FGR	Invoice for PO# 23-222 Vendor Punchout Order	36.67
2394	2/21/2023	Punchout Amazon	1PYX-1VMG-667F	Invoice for PO# 23-225 Vendor Punchout Order	401.29
2395	2/21/2023	Aramark	5020218830	Invoice for PO# 23-232 Aramark	61.90
2396	2/21/2023	Big Green Cleaning Company	618710	Invoice for PO# 23-234 Big Green	2,632.00
2397	2/21/2023	Ferguson Facilities Supply	6355292	Invoice for PO# 23-217 Ferguson	76.48
2397	2/21/2023	Ferguson Facilities Supply	6355332	Invoice for PO# 23-217 Ferguson	37.06
2397	2/21/2023	Ferguson Facilities Supply	6355438	Invoice for PO# 23-220 Ferguson	83.92
2397	2/21/2023	Ferguson Facilities Supply	6355438-1	Invoice for PO# 23-220 Ferguson	38.78
2397	2/21/2023	Ferguson Facilities Supply	6355608	Invoice for PO# 23-220 Ferguson	426.57
2398	2/21/2023	Ray Morgan Company	4016297	Invoice for PO# 23-233 Ray Morgan	111.18

Manzanita Public Charter School: Warrant Report - 02/01/23-02/28/2023

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
2399	2/21/2023	SBCEO Santa Barbara County Education Office Communications	19C23-00064	Invoice for PO# 23-231 Print shop	747.92
2399	2/21/2023	SBCEO Santa Barbara County Education Office Communications	96C23-00040	Invoice for PO# 23-230 CASC	2,500.00
2400	2/21/2023	State of California Department of Justice	635535	Invoice for PO# 23-229 State of CA DOJ	98.00
2401	2/21/2023	STA West Region	5202101	Invoice for REQ# 23-269 STA	47,347.56
2402	2/27/2023	San Joaquin County Of Education	213149	EDJOIN Account fees-1 year term	1,200.00
Report Total					<u>86,425.55</u>



2023 – 2024 Manzanita Governance Board Meeting Dates

Governance Board Approved: **PENDING APPROVAL**

All open board meetings welcome the public.

Meetings are held at Manzanita Public Charter School, Staff Lounge,
991 Mountain View Blvd, Vandenberg Air Force Base, CA 93437

www.manzanitacharterschool.com

Office: (805) 734-5600

FAX: (805) 734-3572

DAY	DATE	TIME
JULY 2022 – NO MEETING (SUMMER BREAK)		
Wednesday	August 9, 2023	3:30 PM
Wednesday	September 13, 2023	3:30 PM
Wednesday	October 11, 2023	3:30 PM
Wednesday	November 8, 2023	3:30 PM
Wednesday	December 13, 2023	3:30 PM
Wednesday	January 17, 2024	3:30 PM
Wednesday	February 14, 2024	3:30 PM
Wednesday	March 13, 2024	3:30 PM
Wednesday	April 10, 2024	3:30 PM
Wednesday	May 8, 2024	3:30 PM
Wednesday	June 19, 2024	3:30 PM

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Manzanita Public Charter School	42 69229 0116921		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The goals in place align to the District's Local Control and Accountability Plan which also meets the requirements of the ESSA.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

California Healthy Kids surveys for students, parents and staff along with District given surveys are the surveys being used during the school year. Results from these surveys revealed an improvement in scholars having a safe adult to talk to on campus. Results also showed a strong desire from parents to see the school move in the direction of becoming a UPK-8 school. Staff survey results revealed a need for on-going professional development to support scholars' diverse needs especially post pandemic.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers and support staff are observed at least four times a year. Informal observation feedback is shared with staff after each observation aligned with the CSTP's. Findings, feedback, recommendations, and commendations are discussed in one on one meetings with the staff member, the site principal and assistant principal.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

STAR Reading and STAR Math results showed that at the end of the 2021-22 school year, students averaging scores (at, below) grade level in (one/both) areas. CAASP data for the 2021-22 school year shows 48% of students in grades 3-6 met or exceeded standards in ELA and 35% of students in grades 3-6 met or exceeded standards in Math. Staff examined SBAC data to discover specific areas in mathematics related to concepts and procedures and in ELA with Writing and Reading domains which need attention. Staff also examined local assessment indicators such as benchmark assessment data, District Assessments, Dibels, STAR Reading and Math data. Through PLCs and data review sessions, teachers developed systematic plans that focus on the teaching strategies and pedagogy that lead to greater learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Our school-wide focus this year is in English Language Arts. We use our PLC time to create a watchlist of intervention students and to progress monitor students on a Roadmap on a bi-weekly basis. An action plan is created by each teacher and changes in instruction are implemented. We hold monthly, onsite professional development focused on Language Arts instructional strategies and resources and participate in vertical articulation meetings. STAR Reading and Math, curriculum assessments, diagnostic assessments, and other forms of assessments are used to monitor performance and evaluate our programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100 % of teachers meet the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed. All teachers receive on-going professional development and training for newly adopted curriculum and instructional materials and on SBE-adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff meetings and PLCs are used as staff development opportunities. District minimum days and staff development days are planned based on the goals of the school and the areas of need in instruction.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional support includes progress monitoring of students through the Intervention Team and classroom support through the use of Instructional Assistants and Teacher Tutors for all Tk-6th grade classrooms.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly PLC's and grade level collaboration times 4 days a week for 40 minutes as well as weekly staff meetings and professional development are designed teacher collaboration times.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Math curriculum used is Bridges by The Math Learning Center for grades TK-4 and Math Expressions by Houghton Mifflin for grades 5-6. The ELA curriculum is Benchmark Advance by Benchmark Education for grades TK-6.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We follow the state frameworks for instructional minutes and plan accordingly. The State guidelines for instructional minutes for reading/language arts, mathematics, and PE are adhered to by each teacher. Schedules with times when various subject matter are turned in to the administration at the beginning of the year. These are monitored throughout the year.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Master schedules are designed to allow for small group instruction, differentiation to include intervention groups and enrichment opportunities through appropriate planning and pacing of structured instructional minutes.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to State Board Approved materials. Benchmark Advance ELA curriculum and Bridges adopted curriculums, 5th & 6th grade students have access to Math Expressions.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

100% of instruction is focused on or around SBE adopted materials, Benchmark Advance ELA curriculum and Bridges adopted curriculums, 5th & 6th grade students have access to Math Expressions.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers provide students with extra support as needed. Teachers, Instructional Assistants, and Teacher Tutors work with struggling readers in small group pull-out instruction.

Evidence-based educational practices to raise student achievement

Research based educational practices used to raise student achievement include: Universal Design for Learning, project based learning, Designated and Integrated ELD, ELD strategies, cooperative group projects, Second Step, goal setting, student self assessment, clear learning objectives set and explained, positive reinforcement and recognition, graphic organizers, note taking skills, scaffolding, direct instruction, inquiry-based teaching, reciprocal teaching, high expectations, progress monitoring, and high level questioning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Air Force provided Marriage and Family Life Counselor onsite, three days per week, full-time, on-site DESSA counselor, access to supplemental programs for reading and math, Family picnics, Parent volunteer opportunities, Winter Wonderland Event, Literacy Night, trimester award ceremonies, Winter Concert, Fall and Spring Drama Club performances, after school program and summer extended learning opportunity.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents serve on various committees (SSC, PTSAC, Safety); Parents/Community Members volunteer in classrooms, on the playground, and on field trips. Parents work with teachers and staff to develop programs and events that benefit all members of the school community., School Site Council, PTSAC, and staff are involved in providing feedback and making decisions about our budget, our vision, our resources, and our goals on a monthly basis.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following services enable underperforming students to meet standards: Instructional Assistants and Teacher Tutors work closely with students and teachers to support scholar's academic needs; School Based Counselor, and MFLAC Counselor work closely with students, teachers, and parents in support of underperforming students; Funding for technology, software programs, and instruction materials to ensure all students are able to participate in the robust learning program we are offering to ensure much needed 21st Century Skills are taught to our students. In addition, to meet the need for family support and access to the office, we pay additional hours towards our front Office Assistants. Team of 8 educators attended the AVID Conference to support study skills, organization, and career/college readiness.

Fiscal support (EPC)

Manzanita receives the following fiscal support - LCFF-Supplemental Concentration funds and Title I funds.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

For the 2022-23 school year, all stakeholders are fully involved with the development of our SPSA and engage in a continuous cycle of improvement. Our stakeholders include Leadership, Staff, PTSAC, SSC, and our students. The California Healthy Kids Survey was taken by parents, staff, and students. in the Fall of 2022. Parents were able to give input through an online platform, Parent Square, from November through December as well as in person during Parent/Scholar conference week. Staff and the community took an additional survey in February 2023.

The involvement process for the SPSA annual review and update started during our September 2022 staff development while reviewing school-wide data to determine our school-wide goals, as well as, consulting with the School Site Council (SSC) in September, October, November, January, February, March and April. More specifically during the October (2022) SSC meeting, the 2021-22 SBAC data was shared and we discussed goals and actions to determine if the existing actions will increase data scores. During the September SSC meeting, we reviewed the safety plan as it related to the school plan and our goals. In the January and April SSC meetings, we evaluated the effectiveness of the school improvement strategies, reviewed the budget and approved the SPSA. In the February, March and April SSC meetings, we reviewed the LCAP data and discussed goals and actions for this 2022-23 school year to determine if the existing actions will increase data scores. In the February and April SSC meeting, we reviewed and adopted the 2022-23 School Plan for Student Achievement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0%	0%	0	0	0
African American	3.07%	2.7%	2.49%	13	11	11
Asian	1.18%	1.0%	0.91%	5	4	4
Filipino	0.71%	1.0%	0.68%	3	4	3
Hispanic/Latino	57.31%	55.7%	51.70%	243	230	228
Pacific Islander	0%	0%	0%	0	0	0
White	25.94%	28.3%	31.52%	110	117	139
Multiple/No Response	11.79%	11.4%	12.70%	50	47	56
Total Enrollment				424	413	441

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	67	68	69
Grade 1	53	47	71
Grade 2	64	68	52
Grade3	52	59	70
Grade 4	63	56	64
Grade 5	56	59	57
Grade 6	69	56	58
Total Enrollment	424	413	441

Conclusions based on this data:

1. Number of Hispanic scholars has decreased over the past three years.
2. Number of white scholars has increased over the past three years.
3. Overall school enrollment has increased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	81	73	74	19.1%	17.70%	16.8%
Fluent English Proficient (FEP)	33	26	22	7.8%	6.30%	5.0%
Reclassified Fluent English Proficient (RFEP)	23	1		21.5%	0.20%	

Conclusions based on this data:

1. The percentage of English language learners has decreased over time
2. The reclassification numbers are inaccurate due to Covid data suppression
3. Fluent English Proficient percentages have decreased over a three year period

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	59	60	68	59	60	68	59	60	68	100	100.0	100.0
Grade 4	53	54	63	53	54	63	53	54	63	100	100.0	100.0
Grade 5	67	59	56	67	59	56	67	59	56	100	100.0	100.0
Grade 6	55	55	59	55	53	59	55	53	59	100	96.4	100.0
All Grades	234	228	246	234	226	246	234	226	246	100	99.1	100.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2420.	2421.	2399.	22.03	28.33	16.18	20.34	16.67	20.59	30.51	26.67	26.47	27.12	28.33	36.76
Grade 4	2470.	2470.	2476.	30.19	24.07	33.33	20.75	27.78	23.81	22.64	22.22	15.87	26.42	25.93	26.98
Grade 5	2511.	2493.	2507.	26.87	18.64	16.07	22.39	32.20	37.50	22.39	16.95	25.00	28.36	32.20	21.43
Grade 6	2515.	2539.	2533.	16.36	22.64	22.03	21.82	28.30	25.42	34.55	33.96	32.20	27.27	15.09	20.34
All Grades	N/A	N/A	N/A	23.93	23.45	21.95	21.37	26.11	26.42	27.35	24.78	24.80	27.35	25.66	26.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.12	21.67	11.76	42.37	53.33	55.88	30.51	25.00	32.35
Grade 4	22.64	18.52	22.22	47.17	62.96	57.14	30.19	18.52	20.63
Grade 5	31.34	8.47	19.64	41.79	71.19	67.86	26.87	20.34	12.50
Grade 6	12.73	18.87	27.59	47.27	60.38	46.55	40.00	20.75	25.86
All Grades	23.93	16.81	20.00	44.44	61.95	56.73	31.62	21.24	23.27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.03	18.33	7.35	64.41	53.33	55.88	13.56	28.33	36.76
Grade 4	32.08	22.22	22.58	43.40	64.81	56.45	24.53	12.96	20.97
Grade 5	29.85	25.42	12.50	46.27	47.46	66.07	23.88	27.12	21.43
Grade 6	16.36	24.53	22.03	67.27	56.60	59.32	16.36	18.87	18.64
All Grades	25.21	22.57	15.92	55.13	55.31	59.18	19.66	22.12	24.90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.25	15.00	10.29	67.80	71.67	69.12	16.95	13.33	20.59
Grade 4	22.64	5.56	9.52	58.49	79.63	73.02	18.87	14.81	17.46
Grade 5	26.87	15.25	8.93	40.30	76.27	80.36	32.84	8.47	10.71
Grade 6	14.55	28.30	20.69	58.18	56.60	62.07	27.27	15.09	17.24
All Grades	20.09	15.93	12.24	55.56	71.24	71.02	24.36	12.83	16.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.25	20.00	10.29	54.24	66.67	70.59	30.51	13.33	19.12
Grade 4	32.08	12.96	14.29	39.62	74.07	74.60	28.30	12.96	11.11
Grade 5	28.36	15.25	14.29	49.25	66.10	75.00	22.39	18.64	10.71
Grade 6	23.64	22.64	16.95	58.18	67.92	67.80	18.18	9.43	15.25
All Grades	24.79	17.70	13.82	50.43	68.58	71.95	24.79	13.72	14.23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Listening skills significantly decreased from 18-19 to 21-22
2. The % of "below standard" in ELA has dropped from 18-19 to 21-22
3. Moving students towards at and above standard in writing is an area of focus in grade level PLCs

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	59	60	68	59	60	68	59	60	68	100	100.0	100.0
Grade 4	53	54	63	53	54	63	53	54	63	100	100.0	100.0
Grade 5	67	59	56	67	59	56	67	59	56	100	100.0	100.0
Grade 6	55	55	59	55	53	59	55	53	59	100	96.4	100.0
All Grades	234	228	246	234	226	246	234	226	246	100	99.1	100.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2431.	2425.	2401.	16.95	20.00	8.82	23.73	26.67	20.59	35.59	26.67	32.35	23.73	26.67	38.24
Grade 4	2476.	2471.	2468.	18.87	11.11	15.87	24.53	33.33	28.57	37.74	40.74	23.81	18.87	14.81	31.75
Grade 5	2510.	2477.	2490.	19.40	11.86	12.50	22.39	13.56	16.07	32.84	35.59	44.64	25.37	38.98	26.79
Grade 6	2498.	2521.	2518.	12.73	20.75	20.34	14.55	18.87	18.64	29.09	30.19	35.59	43.64	30.19	25.42
All Grades	N/A	N/A	N/A	17.09	15.93	14.23	21.37	23.01	21.14	33.76	33.19	33.74	27.78	27.88	30.89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.12	18.33	10.29	40.68	53.33	55.88	32.20	28.33	33.82
Grade 4	26.42	24.07	22.22	33.96	53.70	46.03	39.62	22.22	31.75
Grade 5	25.37	6.78	10.71	40.30	49.15	55.36	34.33	44.07	33.93
Grade 6	21.82	18.87	23.73	21.82	54.72	40.68	56.36	26.42	35.59
All Grades	25.21	16.81	16.67	34.62	52.65	49.59	40.17	30.53	33.74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.51	20.00	13.24	49.15	55.00	54.41	20.34	25.00	32.35
Grade 4	26.42	9.26	15.87	54.72	66.67	60.32	18.87	24.07	23.81
Grade 5	22.39	16.95	5.36	52.24	52.54	67.86	25.37	30.51	26.79
Grade 6	16.36	20.75	8.47	38.18	50.94	57.63	45.45	28.30	33.90
All Grades	23.93	16.81	10.98	48.72	56.19	59.76	27.35	26.99	29.27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.51	18.33	16.18	44.07	68.33	54.41	25.42	13.33	29.41
Grade 4	26.42	11.11	19.05	50.94	75.93	58.73	22.64	12.96	22.22
Grade 5	17.91	11.86	10.71	56.72	64.41	69.64	25.37	23.73	19.64
Grade 6	12.73	18.87	13.56	43.64	67.92	66.10	43.64	13.21	20.34
All Grades	21.79	15.04	15.04	49.15	69.03	61.79	29.06	15.93	23.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. More students are performing near or at grade level than above or below combined regardless of grade level.
2. More students are performing below grade level than above grade level in overall achievement
3. Students scoring at or near standard in concepts and procedures have increased from 18-19 to 21-22 in all grade levels

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	1437.5	*	1450.1	*	1407.6	*	12	6
Grade 1	*	*	*	*	*	*	7	9
Grade 2	1497.9	*	1525.9	*	1469.4	*	15	7
Grade 3	1493.3	1483.8	1504.1	1501.8	1481.9	1465.3	15	12
Grade 4	1518.7	1507.1	1532.2	1514.4	1504.5	1499.3	11	14
Grade 5	*	1535.1	*	1539.3	*	1530.2	8	11
Grade 6	*	*	*	*	*	*	7	8
All Grades							75	67

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	25.00	*	33.33	*	25.00	*	16.67	*	12	*
1	*	*	*	*	*	*	*	*	*	*
2	26.67	*	40.00	*	33.33	*	0.00	*	15	*
3	13.33	0.00	53.33	41.67	26.67	58.33	6.67	0.00	15	12
4	9.09	7.14	63.64	64.29	27.27	21.43	0.00	7.14	11	14
5	*	27.27	*	45.45	*	27.27	*	0.00	*	11
6	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	8.96	49.33	41.79	29.33	43.28	5.33	5.97	75	67

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	25.00	*	33.33	*	25.00	*	16.67	*	12	*
1	*	*	*	*	*	*	*	*	*	*
2	66.67	*	26.67	*	6.67	*	0.00	*	15	*
3	26.67	33.33	60.00	41.67	13.33	25.00	0.00	0.00	15	12
4	54.55	35.71	36.36	57.14	9.09	0.00	0.00	7.14	11	14
5	*	45.45	*	45.45	*	9.09	*	0.00	*	11
6	*	*	*	*	*	*	*	*	*	*
All Grades	45.33	29.85	38.67	46.27	13.33	20.90	2.67	2.99	75	67

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	16.67	*	16.67	*	50.00	*	16.67	*	12	*
1	*	*	*	*	*	*	*	*	*	*
2	0.00	*	46.67	*	26.67	*	26.67	*	15	*
3	0.00	0.00	13.33	8.33	66.67	41.67	20.00	50.00	15	12
4	9.09	7.14	0.00	21.43	72.73	35.71	18.18	35.71	11	14
5	*	9.09	*	18.18	*	54.55	*	18.18	*	11
6	*	*	*	*	*	*	*	*	*	*
All Grades	5.33	5.97	22.67	16.42	50.67	43.28	21.33	34.33	75	67

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	21-22
K	8.33	*	83.33	*	8.33	*	12	*	
1	*	*	*	*	*	*	*	*	*
2	40.00	*	60.00	*	0.00	*	15	*	
3	26.67	50.00	66.67	33.33	6.67	16.67	15	12	
4	54.55	50.00	27.27	42.86	18.18	7.14	11	14	
5	*	0.00	*	100.00	*	0.00	*	11	
6	*	*	*	*	*	*	*	*	*
All Grades	30.67	22.39	62.67	67.16	6.67	10.45	75	67	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	50.00	*	33.33	*	16.67	*	12	*
1	*	*	*	*	*	*	*	*
2	60.00	*	40.00	*	0.00	*	15	*
3	66.67	66.67	33.33	33.33	0.00	0.00	15	12
4	90.91	28.57	9.09	64.29	0.00	7.14	11	14
5	*	81.82	*	18.18	*	0.00	*	11
6	*	*	*	*	*	*	*	*
All Grades	66.67	50.75	30.67	44.78	2.67	4.48	75	67

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	8.33	*	75.00	*	16.67	*	12	*
1	*	*	*	*	*	*	*	*
2	33.33	*	40.00	*	26.67	*	15	*
3	0.00	0.00	60.00	25.00	40.00	75.00	15	12
4	9.09	7.14	72.73	50.00	18.18	42.86	11	14
5	*	9.09	*	54.55	*	36.36	*	11
6	*	*	*	*	*	*	*	*
All Grades	10.67	7.46	65.33	44.78	24.00	47.76	75	67

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	33.33	*	33.33	*	33.33	*	12	*
1	*	*	*	*	*	*	*	*
2	0.00	*	73.33	*	26.67	*	15	*
3	0.00	0.00	93.33	75.00	6.67	25.00	15	12
4	9.09	14.29	81.82	64.29	9.09	21.43	11	14
5	*	27.27	*	63.64	*	9.09	*	11
6	*	*	*	*	*	*	*	*
All Grades	9.33	13.43	72.00	67.16	18.67	19.40	75	67

Conclusions based on this data:

1. The *asterisk indicates fewer than 10 students therefore the data is suppressed

2. The total number of students taking the ELPAC is decreasing year after year
3. Oral language development has decreased due to Covid, masking, and distance learning

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
441	49.7	16.8	1.1
Total Number of Students enrolled in Manzanita Public Charter School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	16.8
Foster Youth	5	1.1
Homeless	2	0.5
Socioeconomically Disadvantaged	219	49.7
Students with Disabilities	45	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.5
American Indian		
Asian	4	0.9
Filipino	3	0.7
Hispanic	228	51.7
Two or More Races	56	12.7
Pacific Islander		
White	139	31.5

Conclusions based on this data:

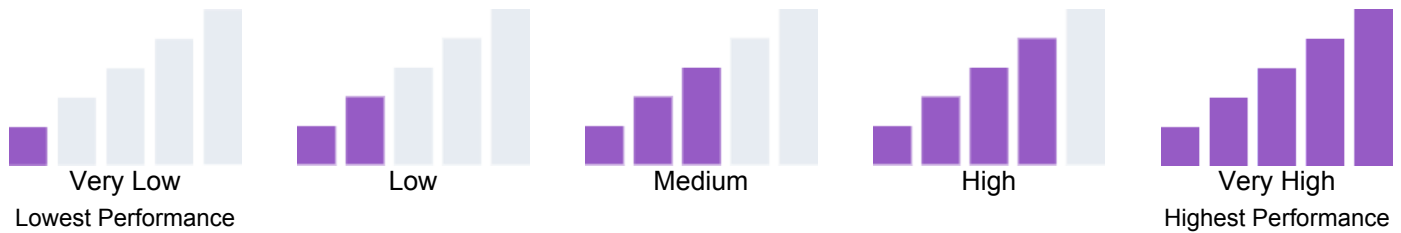
1. Half of our student population is socioeconomically disadvantaged.
2. Over half of the population we serve is Hispanic
3. Ten percent of our students are students with disabilities

School and Student Performance Data

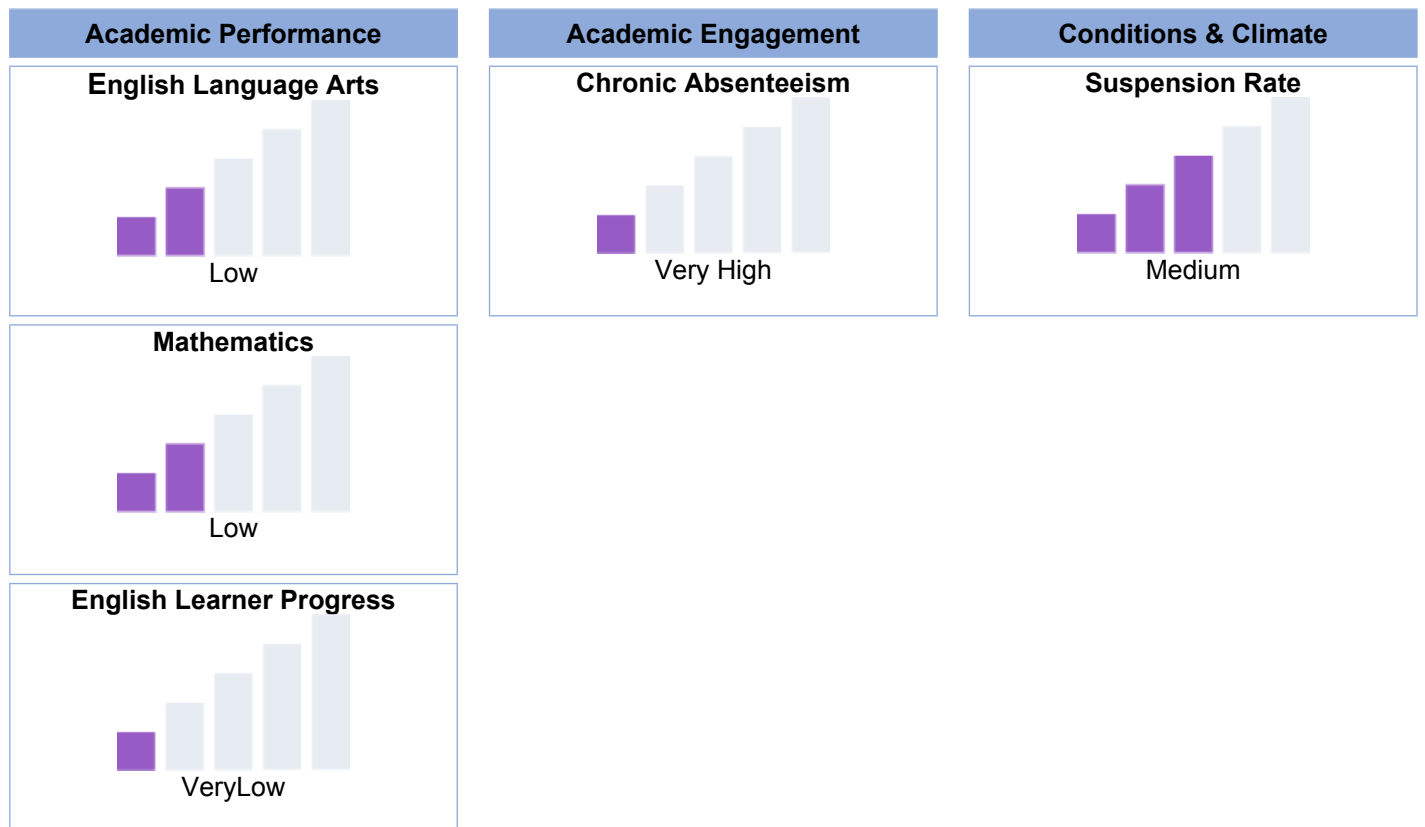
Overall Performance

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](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. The development of our English Learner population has decreased from where we were in previous years. Covid and masking has had a negative impact on language development.
2. We continue to focus on ways to reduce suspensions school wide and lower chronic absenteeism.

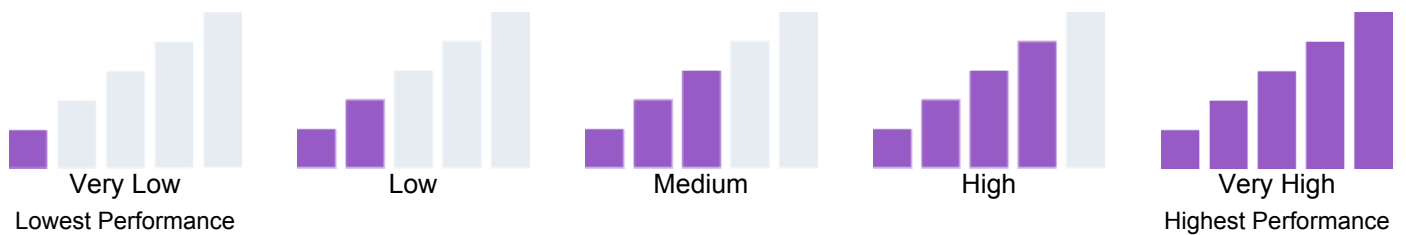
3. We continue to focus on improving both ELA and Math scores school wide.

School and Student Performance Data

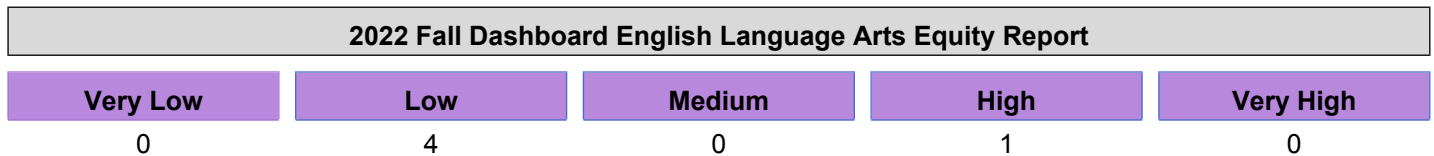
Academic Performance English Language Arts

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](#).

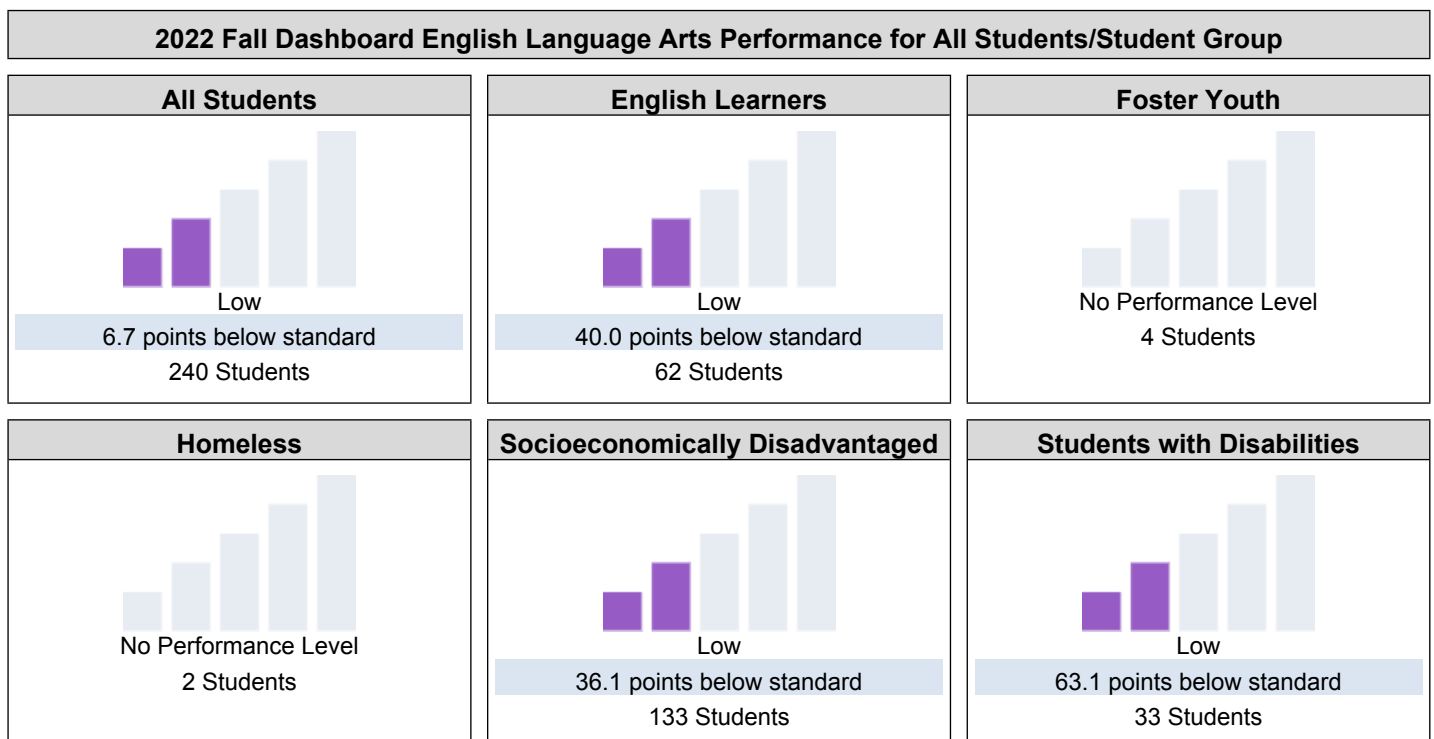
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



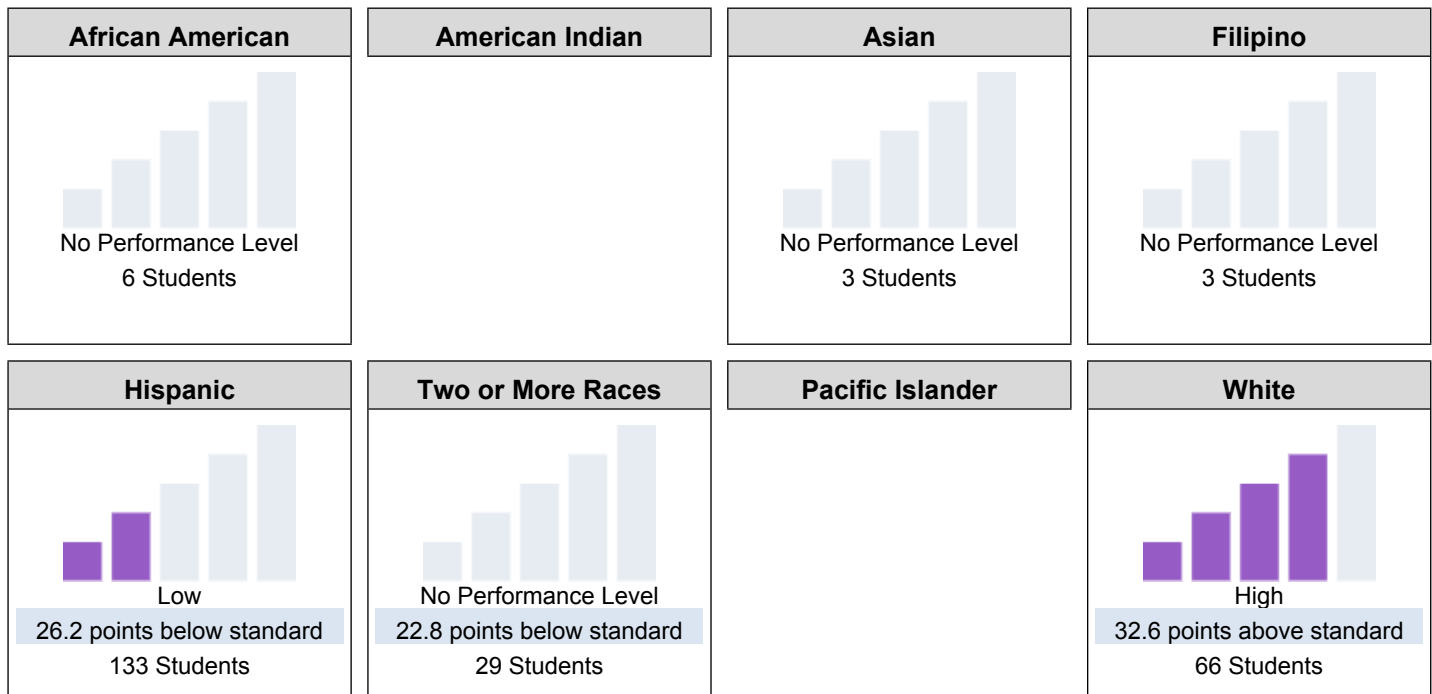
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.7 points below standard 40 Students	24.8 points above standard 22 Students	5.5 points above standard 173 Students

Conclusions based on this data:

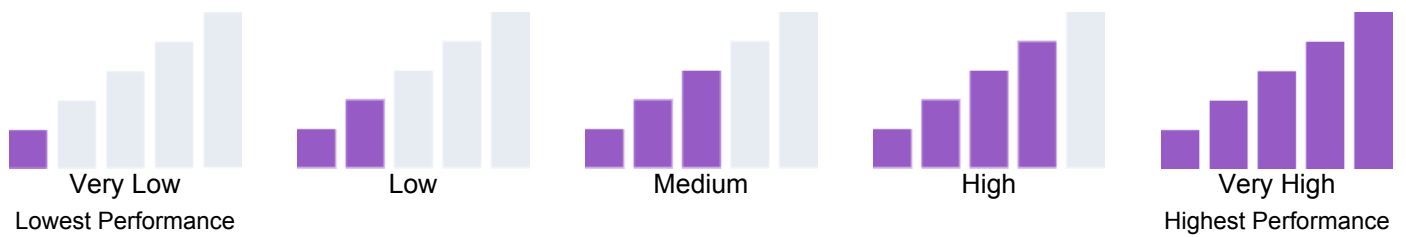
1. Our white population is performing above standard.
2. Both our EL groups and socioeconomically disadvantaged students are performing below standard.
3. Students with disabilities are performing below standard.

School and Student Performance Data

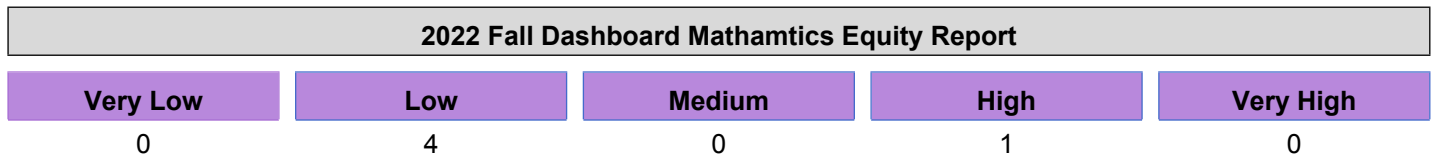
Academic Performance Mathematics

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](#).

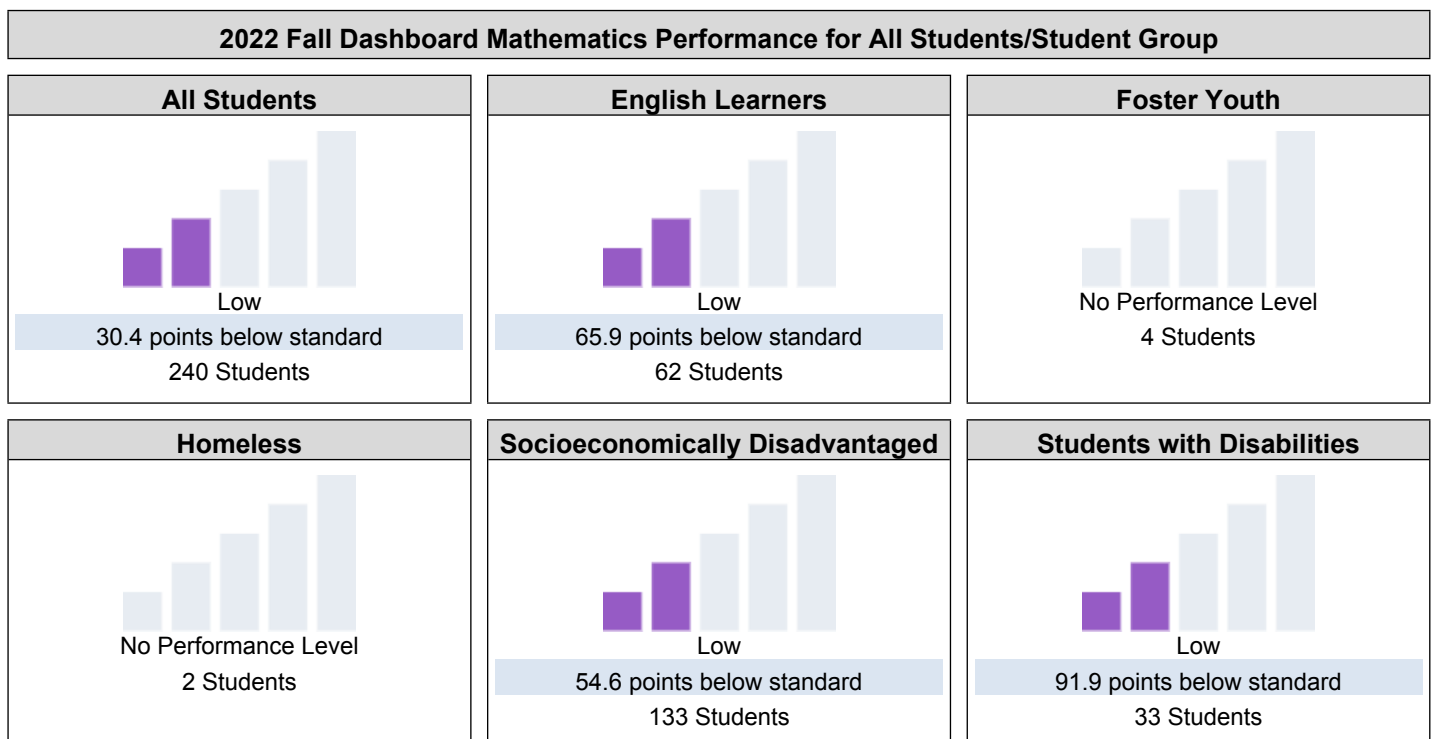
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



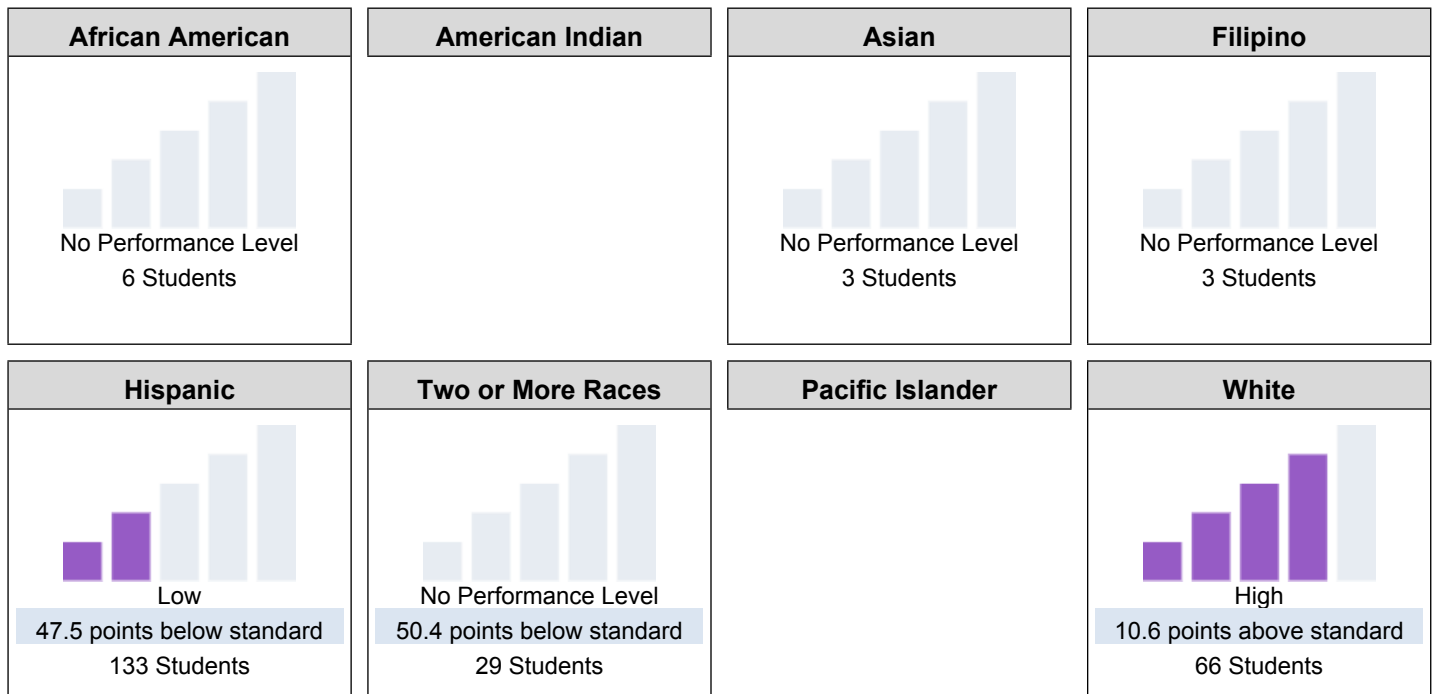
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.7 points below standard 40 Students	31.7 points below standard 22 Students	19.2 points below standard 173 Students

Conclusions based on this data:

1. Our white population is performing above standard.
2. Both our EL groups and socioeconomically disadvantaged students are performing below standard.
3. Students with disabilities are performing below standard.

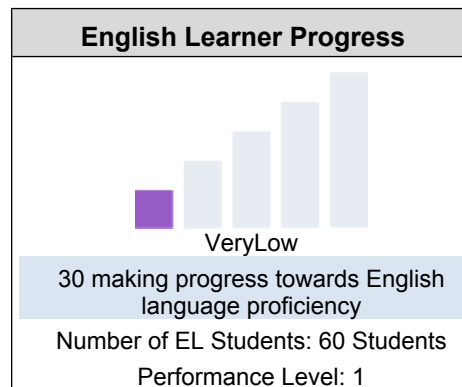
School and Student Performance Data

Academic Performance English Learner Progress

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](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.3%	46.7%	0.0%	30.0%

Conclusions based on this data:

1. The focus will continue to be at least one year of growth per school year.
2. As we move more students to English Language Proficiency, we will notice a decrease in the number of EL students which also means our ELPI will fluctuate as the students in the test group continue to change.
3. Covid and masking hindered student progress in the area of speaking which had a negative outcome leading 14 students to decrease one level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

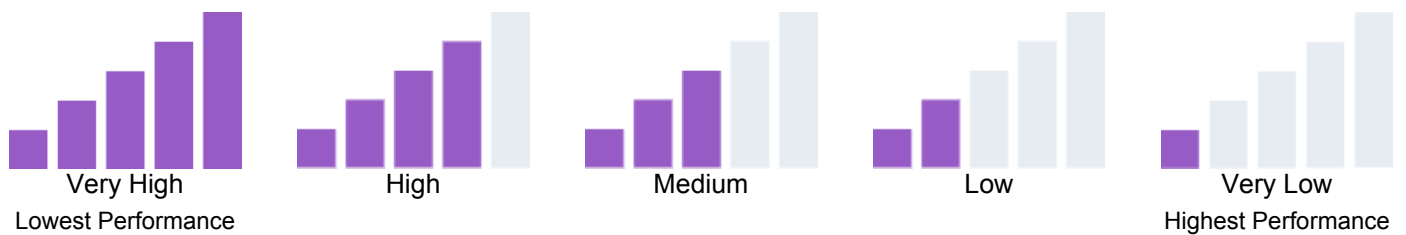
1. Manzanita Public Charter students do not have a graduation, so there is no data for the College/Career Report.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



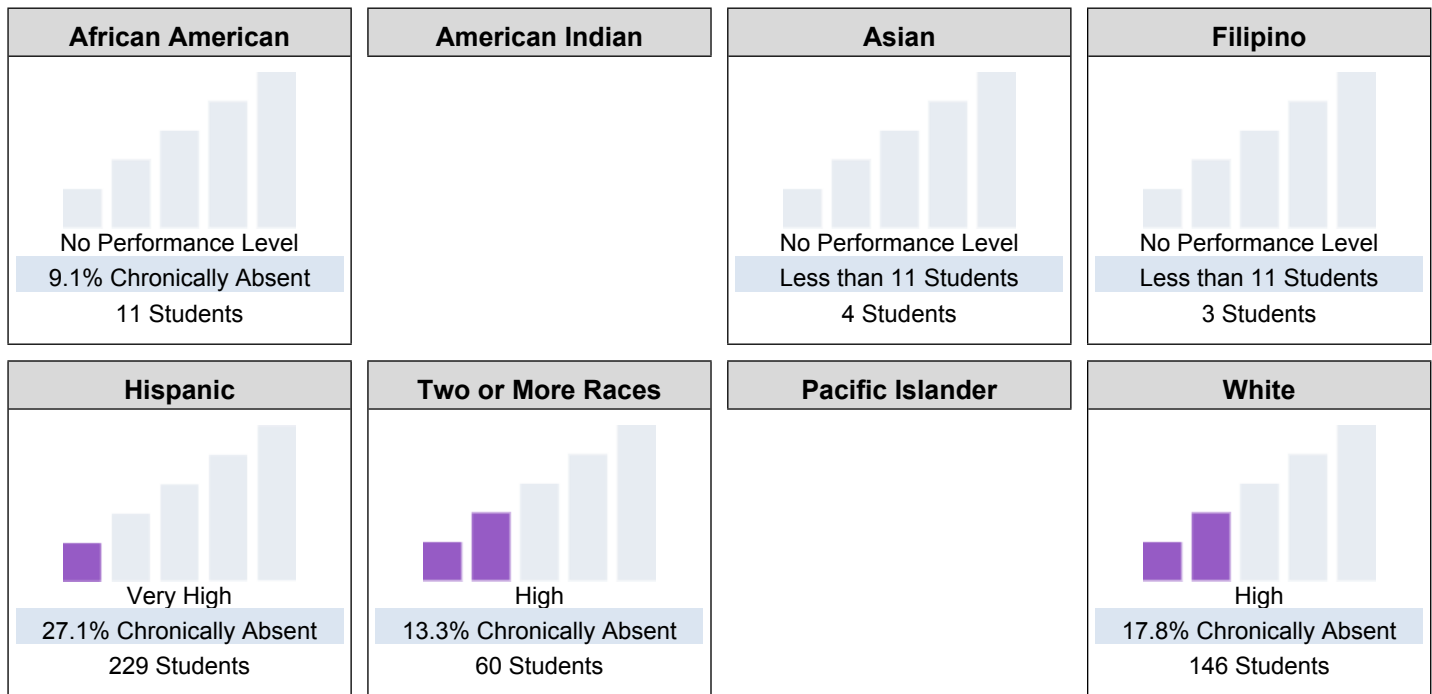
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Very High 21.6% Chronically Absent 453 Students	English Learners Very High 21.6% Chronically Absent 74 Students	Foster Youth No Performance Level Less than 11 Students 7 Students
Homeless No Performance Level Less than 11 Students 2 Students	Socioeconomically Disadvantaged Very High 23.4% Chronically Absent 222 Students	Students with Disabilities High 19.6% Chronically Absent 56 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We continue to prioritize student attendance as a focus for Manzanita.
2. Covid and health protocols continue to have an impact on students attendance.
3. This year's strategy is to reach out with more personal phone calls, increase home visits, and continue with our attendance meetings, contracts, and offering of counseling services to families.

School and Student Performance Data

Academic Engagement Graduation Rate

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](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

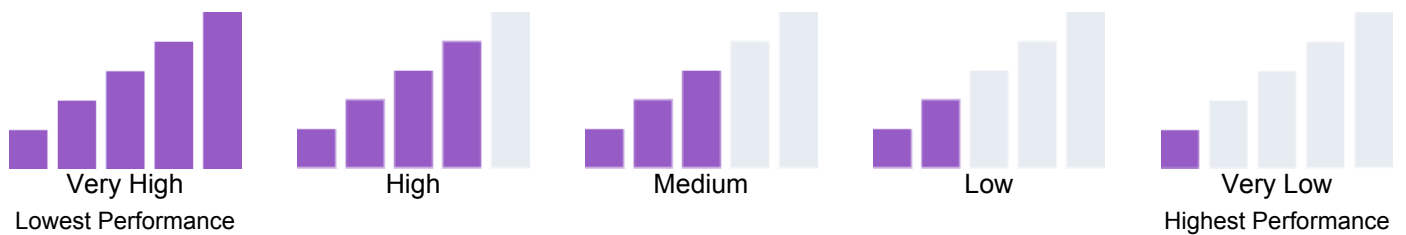
- Manzanita Public Charter School students do not have a graduation, so there is no data for the Fall 2022 Graduation Rate Status and Change Report.

School and Student Performance Data

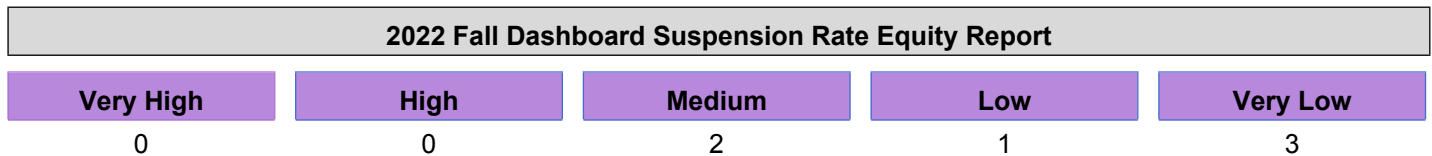
Conditions & Climate Suspension Rate

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](#).

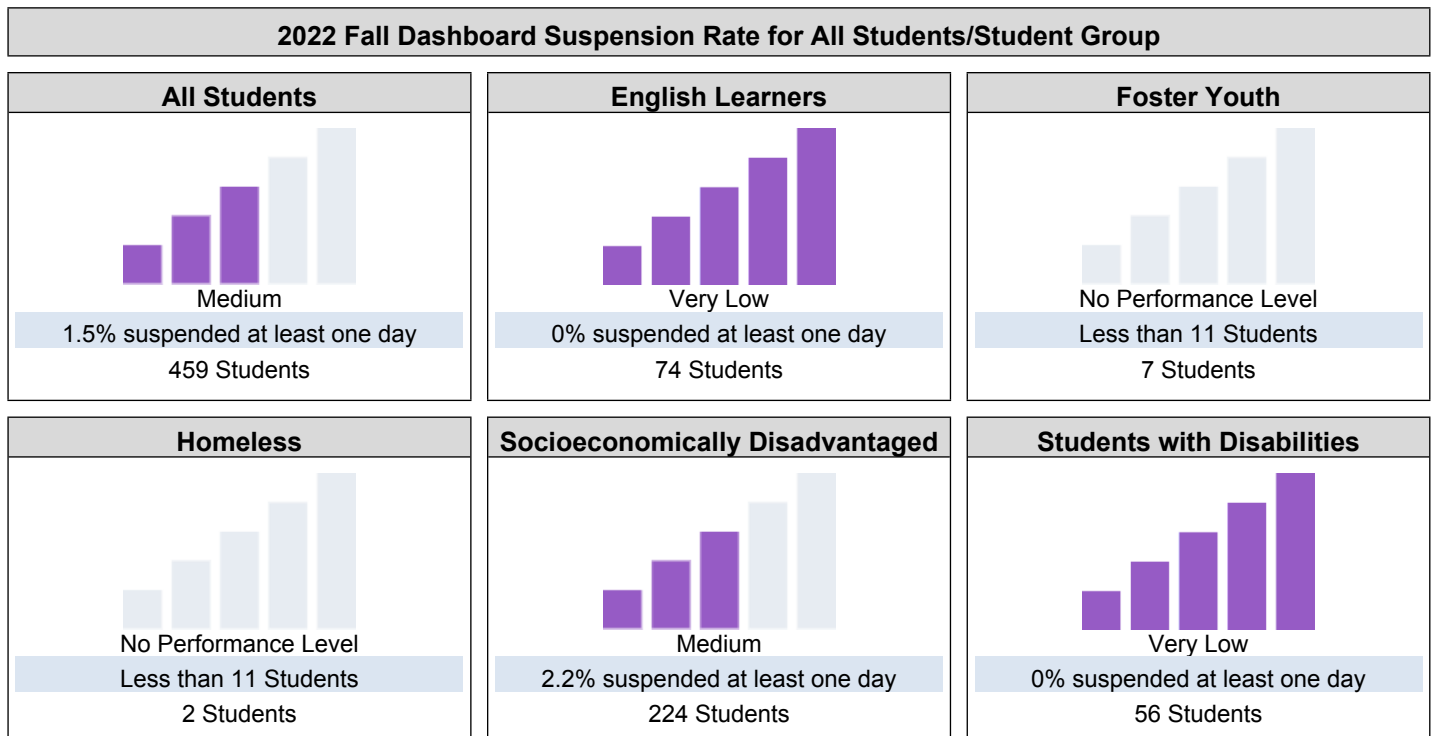
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



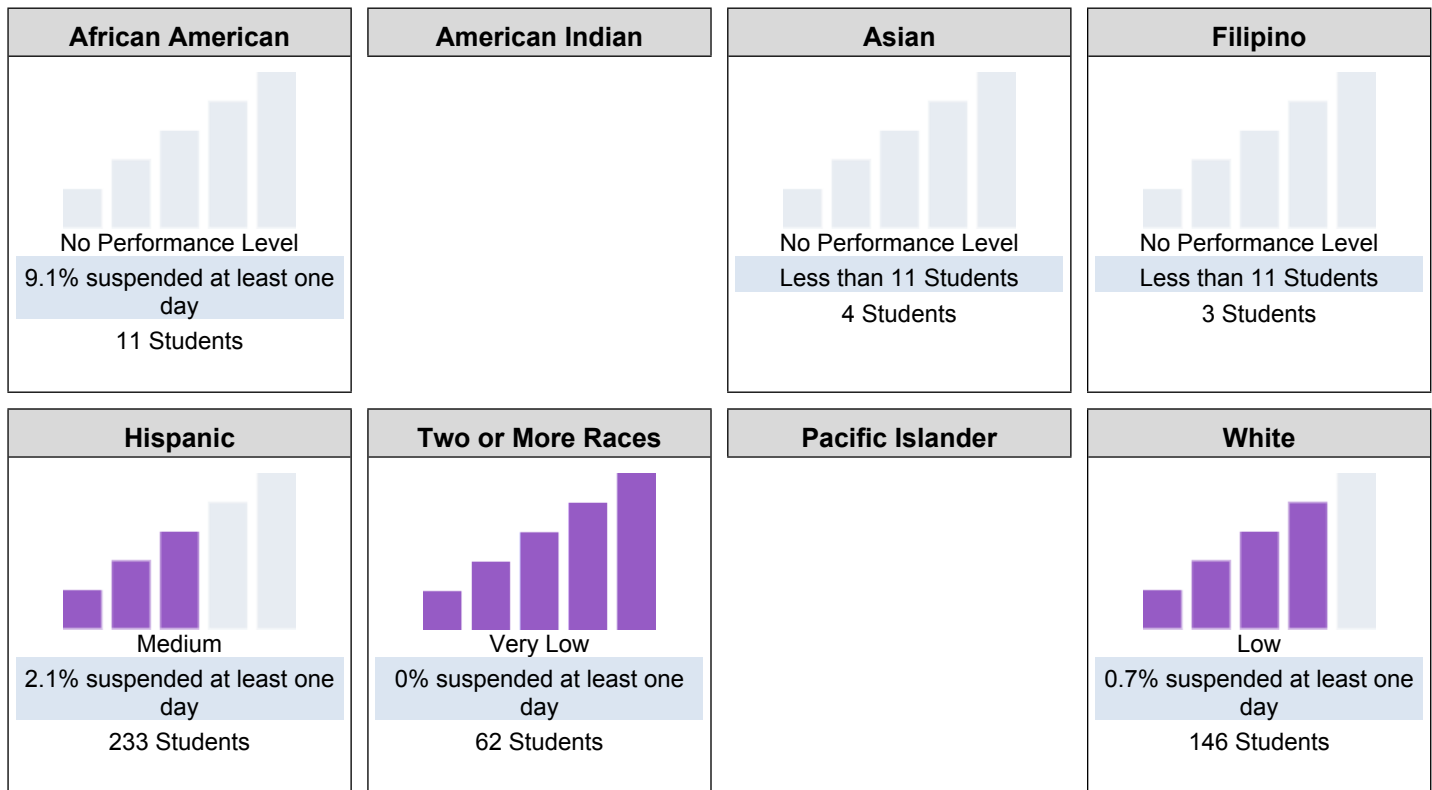
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We are mindful of student suspensions knowing that having students in school is preferred and suspensions are a last resort.
2. We will continue to work at supporting appropriate Tier i interventions for behavior.
3. We are implementing additional Tier 2 and 3 supports for behavior and will continue working with families to increase counseling services if needed for anger management and social emotional coping skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LANGUAGE ARTS

LEA/LCAP Goal

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

Goal 1

Decrease number of EL and socio-economically disadvantaged student points needed to reach < level 3 on Smarter Balanced Assessments in Language Arts.

Identified Need

STAR Reading assessments and CAASPP ELA data 2022

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL and socio-economically disadvantaged students

Strategy/Activity

Leveled Literacy/EL Intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Small group reading intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Purchase of new Language Arts curriculum with designated EL support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

130,000

Source(s)

LCFF - Supplemental
0001-0999: Unrestricted: Locally Defined
Benchmark Advance is designed to support
common core achievement and with EL learners
in mind

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Google Chromebooks in classroom 1:1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

80,000

Source(s)

Rural Education Achievement Program (REAP)
4000-4999: Books And Supplies
research support and technology training for all
students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

EL Coordinator position created

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,000	LCFF 1000-1999: Certificated Personnel Salaries EL coordinator teaches designated EL and supports ELPAC testing process-also leads re-designation process

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies 1,3, and 4 had strong positive effect. Benchmark Curriculum is lacking in the Phonics instruction component which is needed to help struggling readers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Benchmark was fully implemented however, more resources are needed for small group instruction, writing, and supporting English Language learners.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Phonics supplement, Professional development for English Language Learners, and a supplemental writing curriculum, potentially an instructor to provide the EL lessons to scholars school wide.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

MATHEMATICS

LEA/LCAP Goal

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

Goal 2

Decrease number of EL and socio-economically disadvantaged student points needed to reach < level 3 on Smarter Balanced Assessments in Math.

Identified Need

STAR Math data and CAASPP Math 2022

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL and socio-economically disadvantaged students

Strategy/Activity

After school math learning camps

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
grade level essential math standards identified-
after school 'learning mastery camps' taught by
credentialed teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

leveled small group math instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
targeted math instruction designed to close
gaps

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Regular in-class practice of grade level essential math standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Rural Education Achievement Program (REAP)
5000-5999: Services And Other Operating
Expenditures
Front Row online math platform

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Full implementation of the three strategies/activities. The math bootcamp didn't have the long-term results that were desired.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The math areas of focus in the after school program were too broad. Having a more narrow focus to boost fluency, place value, and math vocabulary will translate into more long-term success for students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Looking to incorporate a variety of digital tools for student practice towards mastery of the skills ie: Freckle, Think Central, IXL, Xtra Math along with more hands on math using manipulatives and incorporating PD in this area to support staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

District Truancy and Suspension rates

LEA/LCAP Goal

Create a safe, welcoming, and inclusive climate for all students and their families so that students are present and on-time in their classrooms, ready to learn.

Goal 3

Cut suspension and truancy rates

Identified Need

Daily attendance data and California School Dashboard Data 2021-22

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Creation of a progressive discipline program-including a school-wide "PAWS" reward system

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

LCFF
4000-4999: Books And Supplies
Progressive discipline system which includes behavior plans; school-wide reward system which recognized desired behaviors;

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

DESSA groups

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

LCFF

5000-5999: Services And Other Operating Expenditures

Social-emotional universal screening tool used to provide targeted small group counseling for behavior improvements

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries

Fred Jones PBL training; Ruby Payne training in Poverty Frameworks

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AVID

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

Rural Education Achievement Program (REAP)
2000-2999: Classified Personnel Salaries
AVID program is slowly being added to each grade level with the goal of Manzanita becoming a school-wide AVID program by 2020

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Family Service agency

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
individual crisis counseling

Annual Review**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The PAWS program has been very successful. Students are motivated and have buy-in to the Rule of 4 and school wide expectations. Second Step (SEL) curriculum has been purchased school wide to support social-emotional learning. Counseling groups through the Devereux Student Strengths Assessment (DESSA) program are occurring on a daily basis with teachers utilizing the screening tools twice a year to identify the needs. AVID program relaunched to include grades 2-6. No FSA counselor on site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is no FSA counselor on site. There is a DESSA counselor on site 5 days a week and Military & Family Life Counseling (MFLAC) to support military dependents 3 days a week.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Looking ahead to Professional development recommendations are Creative Mathematics, Science of Reading, LETERS, and additional curriculum training opportunities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$91,343.
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$424,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Rural Education Achievement Program (REAP)	\$98,000.00
Title I	\$96,000.00

Subtotal of additional federal funds included for this school: \$194,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$100,000.00
LCFF - Supplemental	\$130,000.00

Subtotal of state or local funds included for this school: \$230,000.00

Total of federal, state, and/or local funds for this school: \$424,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	100,000.00
LCFF - Supplemental	130,000.00
Rural Education Achievement Program (REAP)	98,000.00
Title I	96,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	130,000.00
1000-1999: Certificated Personnel Salaries	140,000.00
2000-2999: Classified Personnel Salaries	12,000.00
4000-4999: Books And Supplies	90,000.00
5000-5999: Services And Other Operating Expenditures	52,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	60,000.00
4000-4999: Books And Supplies	LCFF	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	30,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	130,000.00
2000-2999: Classified Personnel Salaries	Rural Education Achievement Program (REAP)	12,000.00

Attachment E

4000-4999: Books And Supplies	Rural Education Achievement Program (REAP)	80,000.00
5000-5999: Services And Other Operating Expenditures	Rural Education Achievement Program (REAP)	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	80,000.00
5000-5999: Services And Other Operating Expenditures	Title I	16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	275,000.00
Goal 2	61,000.00
Goal 3	88,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 4 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Ana Liza Budde	Parent or Community Member
Shanna Muro	Parent or Community Member
Allie Slms	Parent or Community Member
Stephany Slade	Parent or Community Member
Melinda Stewart	Parent or Community Member
Malia Mondragon	Other School Staff
Josiah Willis	Other School Staff
Robin Madden	Classroom Teacher
Airam Ramirez	Other School Staff
Kat Franson	Other School Staff
Channon Mitchell	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Parent Teacher Scholar Advisory Committee (PTSAC)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 03/23/2023.

Attested:



Principal, Channon Mitchell on 03/23/2023

SSC Chairperson, Ana Liza Budde on 03/23/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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A Gold Ribbon School ~

Item Scheduled for Action/Consideration Attachment

Item Title: Employee retention credit program

Background:

The Employee Retention Credit (ERC) is a refundable tax credit for businesses that continued to pay employees while shut down due to the COVID-19 pandemic or had significant declines in gross receipts from March 13, 2020 through December 31, 2021. Eligible employers can claim the ERC on an original or adjusted employment tax return for a period within those dates.

Wages reported as payroll costs for PPP loan forgiveness or certain other tax credits can't be claimed for the ERC in any tax period.

Bottom Line Concepts is a performance based consultant firm that assists non-profits with ERC filings. Manzanita and DMS met with representatives from Bottom Line Concepts for a preliminary question/answer session to determine eligibility likelihood. During this initial consultation, it was determined that Manzanita Public Charter School would qualify for the ERC credit and that a contract between BLC and Manzanita should be created to begin this process. Highlights of the attached contract includes:

1. **Zero risk**-if Manzanita is found not to be eligible for ERC tax credits, there will be no fees to pay.
2. **Zero out of pocket costs**-if Manzanita is found to be eligible for ERC tax credits, Bottom Line Concept's 20% of collected tax credit money is not invoiced and collected until Manzanita receives the money from the IRS.

Recommendation: Approval

Fiscal impact: Increase of 200K+ to budget reserves

Resource Person: Suzanne Nicastro



THIS CONSULTING AGREEMENT (hereinafter “Agreement”) is made and entered into this 3.2.2023 by and between Bottom Line Concepts, LLC (“Bottom Line”), a Florida limited liability company, and Manzanita Public Charter School Inc (Client”) (collectively the “Parties”).

WHEREAS, Bottom Line offers consultation for the recovery of Employee Retention Tax Credits (“ERC”) pursuant to the Coronavirus Aid Relief and Economic Stimulus Act (“CARES Act”), and;

WHEREAS, Client desires to engage Bottom Line for its consultant services in connection with ERC, and;

NOW, THEREFORE, in consideration of the covenants and agreements set forth herein, and other good and valuable consideration, the Parties agree as follows:

A. ENGAGEMENT; SCOPE OF SERVICES

Client engages Bottom Line to perform the following services (hereinafter the “Services”), and Bottom Line agrees to use all commercially reasonable efforts to perform the Services:

1. Identify any Employee Retention Tax Credits, as available under the CARES Act, which may be available to Client for taxable quarters during the time period of January 1, 2020 through September 30, 2021.
2. Obtain and analyze applicable client information (i.e. payroll data, employer healthcare costs, disruption of ordinary business, etc.) (“Client Information”) from Client which is reasonably necessary to calculate ERC.
3. Calculate Client’s available ERC.
4. Prepare and deliver documentation to Client that includes a worksheet showing the calculation of ERC available and applicable amended tax schedules showing available ERC (the “Deliverables”).
5. Provide audit support in the event of an audit by the Internal Revenue Service (“IRS”), as defined herein.

B. TERMS

This Agreement shall remain in effect until the completion of Bottom Line’s Services and payment of all Fees, unless terminated earlier. Either Party may terminate this Agreement, with or without cause, at any time by providing thirty (30) days written notice to the other Party. The following sections of this Agreement shall survive any termination by Client without cause; Sections C (Exclusive Provider of ERC Services), D (Fees), E (Indemnification by Client and Bottom Line), G (Confidentiality), and H (Audit Rights and Audit Support).

“Cause” shall be defined as any material breach of the duties and obligations set forth in this Agreement.

C. EXCLUSIVE PROVIDER OF ERC SERVICES

Upon execution of this Agreement, Client agrees that Bottom Line is its exclusive provider of ERC consultant services. As such, Client shall refrain from obtaining any ERC through any other entity, or on its own behalf, without the express written consent of Bottom Line.

Should Client receive any ERC without using Bottom Line's services, Client shall be required to pay Bottom Line its Fee as though the ERC were obtained pursuant to this Agreement. This section survives the termination of this Agreement, if such termination was noticed by Client without cause.

D. FEES

1. Client agrees to pay Bottom Line a contingency Fee of 20% of all ERC received by Client, including the actual ERC refund and interest paid. ERC shall be deemed received by Client whether those ERC are in the form of an actual cash/check payment or whether those ERC are offset by the IRS against any outstanding tax liability.
2. All Fees shall be paid by Client to Bottom Line within five (5) days of Client receiving any ERC.
3. Any Fee not paid within five (5) days of Client receiving any ERC shall accrue interest at 1.5% per month.

This section survives the termination of this Agreement, if such termination was noticed by Client without cause.

E. INDEMNIFICATION BY CLIENT AND BOTTOM LINE

By reporting certain wages, health care and pension expenses to Bottom Line to perform the ERC Services, Client represents that it will, upon request, provide Bottom Line with complete and accurate documentation sufficient to substantiate Client's eligibility for the ERC. Client acknowledges and understands that (i) Bottom Line is relying solely upon the information and representations provided by Client to demonstrate its eligibility for ERC and (ii) Bottom Line is not able to independently verify the accuracy of any such information or documents provided by Client.

Client agrees to indemnify, defend, and hold Bottom Line harmless, including its directors, officers, employees, and agents from and against all losses, suits, claims, damages, demands, causes of action, liabilities, fines, penalties, costs, or expenses of whatever kind or nature arising from errors or omissions in the information Client provides to Bottom Line.

Bottom Line agrees to indemnify, defend, and hold Client harmless, including its directors, officers, employees, and agents from and against all losses, suits, claims, damages, demands, causes of action, liabilities, fines, penalties, costs, or expenses of whatever kind or nature arising from any of Bottom Line's willful, intentional, or negligent conduct in performing the Services.

Notwithstanding the foregoing, a Party's maximum liability for indemnification under this Agreement shall not exceed the amount of Fees actually paid by Client under this Agreement and neither Party shall be liable to the other for any consequential, incidental, or indirect damages (excluding ERC), arising out of this Agreement.

F. INDEPENDENT CONTRACTOR

This Agreement does not create any partnership or joint venture between the parties, not constitute either party as the agent or legal representative of the other for any purpose. The relationship of Bottom Line and Client shall be one of independent contractor. Neither party has the right or authority to create any obligation or responsibility, express or implied, on behalf of the other, or to bind the other in any manner whatsoever.

G. CONFIDENTIALITY

In connection with this Agreement each party may receive or have access to Confidential Information concerning the other Party, including, but not limited to, financial information, trade secrets, and methods, which is non-public and may be proprietary in nature. All such information, together with all non-public information concerning a Party and all information concerning this Agreement, is referred to as "Confidential Information."

Each Party shall use the other's Confidential Information solely for the purposes of performing its obligations under this Agreement and shall not use any such Confidential Information for its own purposes, and shall not disclose Confidential Information except (i) to its employees, officers, directors, affiliates, and advisors on an as-needed basis in connection with the performance under this Agreement, and in the case of Bottom Line to vendors with providing Deliverables to Client, and (ii) as other required by a regulatory authority, law or regulation, or by legal process. Client understands and agrees that Bottom Line may on its website and in its marketing materials identify Client as a client of Bottom Line and, in connection, may display Client's logo, and any license or permission with respect to the same is hereby granted without any liability of any kind to Bottom Line.

H. AUDIT RIGHTS AND AUDIT SUPPORT

Upon request to Client, Bottom Line shall be provided access to Client's information as only reasonably needed to determine whether any Credits have been received by Client.

Bottom Line will refund any portion of the Fee attributable to ERC disallowed by the IRS, provided, however, that Bottom Line is given reasonable notice of any audit, challenge, or other proceeding by the IRS for review of the ERC, and that Bottom Line is given the opportunity to provide Audit Support regarding Client's eligibility, validity, and amount of the ERC. "Audit Support" shall mean Bottom Line (or its independent contractor) assisting Client and its representatives in connection with an IRS audit of the ERC by providing an explanation of the basis for the ERC, including (i) providing a justification for Client's eligibility for the ERC, (ii) explaining the methods used to calculate the ERC and (iii) describing how the Client's data obtained pursuant to Paragraph A.2. is used in the calculation of ERC.

I. MISCELLANEOUS

1. BOTTOM LINE DOES NOT PROVIDE TAX ADVICE, TAX FILINGS, OR CPA SERVICES. BOTTOM LINE IS NOT A TAX PREPARER OR ACCOUNTANT AND THEREFORE DISCLAIMS ANY AND ALL RESPONSIBILITY FOR PREPARATION OF A CLIENT'S FEDERAL OR STATE TAX RETURNS. BOTTOM LINE WILL NOT RENDER OR BE REQUIRED TO RENDER ANY SERVICE THAT COULD BE INTERPRETED AS THE PRACTICE OF ACCOUNTING.
2. Upon request by Bottom Line, Client shall execute Form 2848, Power of Attorney, for the limited purpose of Bottom Line checking on the status of the Credits.
3. This Agreement constitutes the entire understanding between the Parties and shall be governed and construed in accordance with the laws of the State of Florida.
4. In the event of any dispute related to this Agreement, the Parties agree to submit all disputes for mandatory arbitration with the American Arbitration Association (AAA) under the AAA's Commercial Arbitration Rules. The exclusive jurisdiction for any arbitration shall be the State of Florida, Miami-Dade County, or the state and county of Client's primary place of business. The Parties waive all objections to jurisdiction, selection of venue, or the mandatory dispute process. The Parties agree to abide by all awards rendered in such proceedings.
5. In the event that any party institutes any legal suit, action or proceeding, against the other party arising out of or relating to this Agreement, the prevailing party in such suit, action or proceeding shall be entitled to receive, in addition to all other damages to which it may be entitled, the costs incurred by the prevailing party in connection with the suit, action or proceeding, including reasonable attorneys' fees and expenses.
6. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein and supersedes all prior agreements or understandings.
7. This Agreement shall not be amended or modified unless agreed to in writing by both Parties.
8. This Agreement may be executed and delivered electronically and in counterparts as though signed in full.

IN WITNESS ABOVE, the Parties hereto have entered into this Agreement on the date set forth above.

BOTTOM LINE CONCEPTS, LLC



By: Josh Fox

Title: CEO

CLIENT



Manzanita Public Charter School Inc


Delegated Contact

Please input the name & contact information for the person that will fulfill our data and document requests.

Contact Name: Suzanne Nicastro
Contact E-Mail: Suzanne.nicastro@manzanitacharterschool.com
Contact Phone #: 805-588-2423

Signature Certificate

Reference number: IJ9MX-CDMPP-KPC2E-JRNI5

Signer	Timestamp	Signature
Suzanne Nicastro Email: suzanne.nicastro@manzanitacharterschool.com Shared via link		
Sent:	09 Mar 2023 18:24:01 UTC	
Viewed:	09 Mar 2023 19:08:29 UTC	
Signed:	09 Mar 2023 19:56:27 UTC	IP address: 174.194.129.173 Location: San Leandro, United States

Document completed by all parties on:

09 Mar 2023 19:56:27 UTC

Page 1 of 1



Signed with PandaDoc

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

Item Scheduled for Action/Consideration Attachment

Item Title: ELO-P Children's Creative Projects Contract

Background:

The Expanded Learning Opportunities Program (ELO-P) provides funding for a mandatory afterschool program for grades TK-6 in California. "Expanded Learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of our scholars through hands on, engaging learning experiences.

Manzanita is seeking to partner with Children's Creative Project, a non-profit Central Coast organization who will hire qualified employees to provide after school classes to Manzanita scholars.

Recommendation: Approval

Fiscal impact: \$91,539.84

Resource Person: Suzanne Nicastro

Proposal 1: just teaching time

Type	Classrooms	Wks of Workshops	Total Wks per Classroom	Cost to School per workshop	Contract Amount
Mindfulness	4	42	168	\$ 56.00	\$ 9,408.00
Dance	4	42	168	\$ 56.00	\$ 9,408.00
Visual Art	4	42	168	\$ 56.00	\$ 9,408.00
Theater	4	42	168	\$ 56.00	\$ 9,408.00
Ukulele Club	4	42	168	\$ 56.00	\$ 9,408.00
Instr Music	4	42	168	\$ 56.00	\$ 9,408.00
Media Arts	4	42	168	\$ 56.00	\$ 9,408.00
Homework	4	42	168	\$ 34.50	\$ 5,796.00
SUBTOTAL:					\$ 71,652.00
admin fee:					\$ 8,598.24
TOTAL					\$ 80,250.24

Notes:

In addition to our teaching artists, we would need one site admin in charge and one site assistant to act as a runner if assistance is needed in classrooms. The first proposal would require additional site staff to give teaching artists a break in between the two classes. I prefer the second proposal includes paid time for the artists during the students' break in between classes. During break, students would stay in the class with their first teacher and would move to the next class. Their second teacher for the day would be in charge of getting them onto the bus or picked up for the day and would coordinate with the site staff to ensure every child is picked up.

Proposal 2:

Type	Classrooms	Wks of Workshops	Total Wks per Classroom	Rate	Contract Amount
Mindfulness	4	42	168	\$ 56.00	\$ 9,408.00
Addtl Time	<i>break/dismissal twice a week</i>	42	84	\$ 15.00	\$ 1,260.00
Dance	4	42	168	\$ 56.00	\$ 9,408.00
Addtl Time	<i>break/dismissal twice a week</i>	42	84	\$ 15.00	\$ 1,260.00
Visual Art	4	42	168	\$ 56.00	\$ 9,408.00
Addtl Time	<i>break/dismissal twice a week</i>	42	84	\$ 15.00	\$ 1,260.00
Theater	4	42	168	\$ 56.00	\$ 9,408.00
Addtl Time	<i>break/dismissal twice a week</i>	42	84	\$ 15.00	\$ 1,260.00
Ukulele Club	4	42	168	\$ 56.00	\$ 9,408.00
Addtl Time	<i>break/dismissal twice a week</i>	42	84	\$ 15.00	\$ 1,260.00
Instr Music	4	42	168	\$ 56.00	\$ 9,408.00
Addtl Time	<i>break/dismissal twice a week</i>	42	84	\$ 15.00	\$ 1,260.00
Media Arts	4	42	168	\$ 56.00	\$ 9,408.00
Addtl Time	<i>break/dismissal twice a week</i>	42	84	\$ 15.00	\$ 1,260.00
Homework	4	42	168	\$ 34.50	\$ 5,796.00
Addtl Time	<i>break/dismissal twice a week</i>	42	84	\$ 15.00	\$ 1,260.00
SUBTOTAL:					\$ 81,732.00
admin fee:					\$ 9,807.84
TOTAL					\$ 91,539.84

K/1 Classroom	Monday	Tuesday	Thursday	Friday
3:00-3:50 PM	Visual Art	Theater	Media Arts	Mindfulness
3:50-4:10 PM	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>
4:10-5:00 PM	Dance	Homework	Ukulele Club	Instr Music

Grade 2/3	Monday	Tuesday	Thursday	Friday
3:00-3:50 PM	Dance	Homework	Ukulele Club	Mindfulness
3:50-4:10 PM	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>
4:10-5:00 PM	Visual Art	Theater	Media Arts	Instr Music

Grade 3/4	Monday	Tuesday	Thursday	Friday
3:00-3:50 PM	Theater	Visual Art	Homework	Instr Music
3:50-4:10 PM	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>
4:10-5:00 PM	Media Arts	Ukulele Club	Mindfulness	Dance

Grade 5/6	Monday	Tuesday	Thursday	Friday
3:00-3:50 PM	Media Arts	Ukulele Club	Mindfulness	Dance
3:50-4:10 PM	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>
4:10-5:00 PM	Theater	Visual Art	Homework	Instr Music



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Item Scheduled for Action/Consideration Attachment

Item Title: Capturing Kids Hearts

Background:

Through experiential training, expert coaching, a character-based curriculum for scholars, as well as a personalized SEL for adult staff, Capturing Kids Hearts equips educational professionals in UPK-12 to implement transformational processes focused on social emotional well-being, a relationship-driven campus culture, and student connectedness.

Representatives from Manzanita's leadership team have attended the CKH introductory training in Monterey, CA last month. Both representatives came back excited and reporting of this philosophy's "fit" for Manzanita, particularly after experiencing pandemic fatigue. Subsequent ZOOM meeting sessions and conversations have determined that CKH is the next SEL/culture building approach needed to re-establish the LEA's historically strong and vibrant student-centered culture.

Recommendation: Approval

Fiscal impact: \$27,500

Resource Person: Suzanne Nicastro



Capturing
Kids' Hearts®
Powered by Flippen Group



CAPTURING KIDS' HEARTS ► SERVICE AGREEMENT

CAPTURE *Hearts*. IMPACT *Culture*. SEE *Change*.

Created by:

Angie Shoffner
Capturing Kids' Hearts

Prepared for:

Suzanne Nicastro
Manzanita Public Charter School

Date: 03 / 22 / 2023



Manzanita Public Charter School ("Client" or "you")
991 Mountain View Blvd
Lompoc, California 93437

Thank you for selecting The Flippen Group, LLC, dba Capturing Kids' Hearts ("**CKH**" or "**we**") to serve your organization. Our goal is to provide you with products and services that will both motivate and empower your organization to advance to a new level of success. Please take a moment to review the information below, and then sign and return this form to confirm this Master Services Agreement ("**Agreement**"). We look forward to serving you.

Section 1: Our Commitment

The Agreement itself is between CKH and you, the above-identified Client, although most of the benefits of this Agreement are available to many of your representatives/participants as well. Once accepted by you, this Agreement governs our relationship with regard to all of the "**Products and Services**" as defined in this Agreement, or that may later be mutually agreed upon between the parties with reference to this Agreement; many if not all of which involve training events to be conducted by CKH's representatives ("**Consultants**" or "**Strategists**"). In addition, this Agreement together with the Terms of Use associated with our "**Websites**" governs our relationship over the numerous resources and products that are and will be made available to you during the "**Term**" of this Agreement (collectively, "**Resources**"). Once your acceptance of this Agreement is confirmed, the pricing applicable to you for all such Products and Services and for your access to many of the Resources ("**Access**") become enforceable.



SERVICE AGREEMENT

Section 2: Products and Services

Leadership Solutions	Proposed Timeline	Quantity	Solutions Price	Solutions Subtotal
Capturing Kids' Hearts® 1 Training Two consecutive-day training sessions for up to 50 participants Includes: <ul style="list-style-type: none">• Access to the course training manual• Limited collection of foundational videos and resources on CKH.org	August 10-11, 2023	1	\$27,500.00	\$27,500.00

Grand Total \$27,500.00

**ADDITIONAL CHARGES (where applicable):****TRAVEL EXPENSES:**

Travel expenses for each training event or other service provided by CKH under this Agreement will be itemized on invoices and are in addition to the total amounts itemized under this Agreement. Unless otherwise agreed in advance, such travel expenses inside the Continental United States will be billed at the rate of \$1,250.00 for one-day events, \$1,900.00 for two-day events, and \$2,250.00 for three-day events (per Consultant). Each additional consecutive day for durations in excess of three days will be billed at \$350.00 per day (per Consultant).

FACILITY EXPENSES:

Client (at a minimum) will be responsible for securing facilities/meeting space with adequate square footage, comfortable seating, and light refreshments for all attendees for any training event. Facilities and all related costs will be at Client's expense.

ADDITIONAL PARTICIPANT FEES (to the extent applicable):

- A \$400.00 fee will be charged for each person over 50 not to exceed 60 total per Capturing Kids' Hearts® 1 Training.

Section 3: Investment

AGREEMENT:

By entering this Agreement, you agree to engage CKH as your provider for our Resources and all the Products and Services as outlined in the accompanying Products and Services section or that may later be mutually agreed between the parties with reference to this Agreement, each of which is incorporated into this Agreement in its entirety by this reference.

Until accepted by you this Agreement and its rates and other pricing terms are non-binding and will expire in 14 calendar days following 03 / 22 / 2023. To accept and receive the benefits of this Agreement, your signature and acceptance can only be confirmed by CKH upon our receipt of the signed return of this Agreement on or before, April 5, 2023.

PAYMENT TERMS:

The fees for each of the Products and Services and for your Access to Resources shall be determined based on the applicable Products and Services section as well as the other terms of this Agreement. In the case of Products and Services involving scheduled events, the fees (including travel, if applicable) will be billed when the corresponding Products and Services are provided or rendered.

Subscription(s) services shall commence upon the signing of this agreement or June 1, 2023 for the 2023-2024 school year (whichever occurs later) through May 31, 2024. Unless terminated in writing, subscription service(s) will automatically renew on June 1st annually at current rates. Should subscription costs increase by more than 20% over this agreement, the Client will be given 60 days' notice of the rate increase.

Purchase Orders for each scheduled item that is part of the Products and Services section, must be submitted to CKH at least 45 days prior to the scheduled event.

Invoices are due upon receipt. Please make all checks payable to Capturing Kids' Hearts.

SURCHARGES & TAXES:

For Products or Services sold or accessed or Services performed in jurisdictions where taxes, including sales tax, apply to the corresponding transactions under this Agreement, Client shall be responsible for payment of such taxes or for reimbursement of the payment of such taxes when they are paid by or for CKH.



Section 4: Policies

SCHEDULING:

CKH will need someone designated in Client organization to work with on scheduling and event planning needs.

CKH will contact you upon confirmed signing of this Agreement to begin setting up dates for Products and Services to be rendered on the applicable Products and Services section.

Confirmation of all scheduled dates of service will be made via email and is subject to cancellation terms as listed in this Agreement.

CKH may need to communicate with the Client's members/Participant(s) via e-mail to communicate pertinent details about events or products they are attending/experiencing. These e-mail addresses are not shared with any third-party organizations and are only used for the events they are attending. These email addresses are NOT used for soliciting purposes.

FACILITIES/EVENT SET-UP:

You and CKH will mutually agree upon the location of any event as part of the Products and Services section, which should be resolved at least 30 days prior to a scheduled service. CKH will provide event-specific details for any scheduled service (including square footage requirements, AV needs, schedule, and other logistics to be coordinated). Should any of those details need to be altered, prior approval by CKH would be needed.

RECORDING/MEDIA:

Video and/or audio taping of events is strictly prohibited without prior written approval by CKH.

Media representatives are not allowed to attend events without prior written approval by CKH.

DEPOSITS and CANCELLATIONS:

- No deposit is required.
- CKH requires a cancellation notice of 90 days prior to any scheduled date of service. A cancellation notice received inside the 90-day window will result in the full contractual fee being assessed as of the date of cancellation. To the extent not offset by duplicate expenses incurred by CKH, the fee charged for such cancellation may be credited to the event once that event is rescheduled, although any amounts paid for Products or Services that are unused by your organization within the 12 months following the date of signature of this Agreement will be forfeited.
- Travel expenses that CKH has incurred and that must be cancelled because of the Client rescheduling or cancelling a product(s) or service(s) without at least two weeks' advance notice may result in extra charges to the Client.
- In the event an assigned CKH Consultant/Strategist is subject to illness, travel delay, or unavoidable emergencies, the event can be rescheduled/restructured/reassigned.
- Force Majeure: Except with regard to payment obligations, neither party shall be liable to the other for any failure or delay in performing its obligations under this Agreement where such failure or delay is as a result of Acts of God (including fire, flood, earthquake, storm, hurricane or other natural disasters), pandemics, epidemics, war, invasion, act of foreign enemies, hostilities (whether war is declared or not), civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, terrorist activities, government sanction, blockage, embargo, labor dispute, strike, lockout or interruption or failure of electricity or telephone service, and no other Party will have a right to terminate this Agreement in such circumstances. Any Party asserting Force Majeure as an excuse shall have the burden of proving that reasonable steps were taken (under the circumstances) to minimize delay or damages caused by foreseeable events, that all non-excused obligations were substantially fulfilled, and that the other Party was timely notified of the likelihood or actual occurrence which would justify such an assertion so that other prudent precautions could be contemplated.

RESOURCES:



During the course of providing the Products and Services, participants will be provided with various Resources, some of which shall be distributed by hand or by email to participants during or in preparation or follow-up to particular events, and others of which shall be accessed through websites operated by CKH (“Websites”). For the purpose of accessing some or all of the Resources used during our provision of the Products and Services, you will be required to create an account through one or more of the Websites. In the process, you will be required to accept the Terms of Use for the Websites, which will govern your rights and obligations with respect to the content accessed through those Websites, to the extent such Terms of Use are consistent with this Agreement.

Section 5: Intellectual Property

COPYRIGHTS & TECHNOLOGY RIGHTS

CKH’s intellectual property is a crucial part of providing training materials and consulting services to its clients, and CKH could not continue its work if its clients did not honor and respect CKH’s intellectual property rights. All copyrights and other forms of intellectual property protection pertaining to the Resources, including without limitation all content and functionality on or of the Websites, as well as all text, graphics, images, logos, icons, audio, video, tables, algorithms, analytics, reports, and dynamic content associated with the Resources, whether prearranged or created or modified during the course of providing the Products and Services, as well as the selection, arrangement and “look and feel” of all the foregoing, (excluding personal data belonging to you or your authorized users) are the exclusive property of CKH or its licensors. **None of our work or work product is done on a “work for hire” basis, and all our material and work product is owned exclusively by CKH and is subject to one or more of the following: copyright, trademark, patent, license, or trade secret.** Intellectual property and learning/know-how that may be developed while working with any client shall remain the property of CKH. By entering into this Agreement, you are expressly acknowledging and agreeing to the matters set forth in this paragraph and you are agreeing that none of the training materials, notebooks, videos, presentations, processes or concepts may be used by you, for any purpose, without the express advance written consent of CKH. All textual, dramatic, audio, and/or visual Resources are protected by U.S. and international copyright laws. All rights not expressly granted are reserved.

TRADEMARKS:

The trademarks, service marks, designs, and logos displayed on or in conjunction with the Products, Services, Resources or Websites (collectively, the “Trademarks”) are the registered and unregistered trademarks of CKH and its licensors. You agree that you will obtain advance written consent from CKH before referring to or attributing any information to CKH or its licensors in any public medium (e.g., signage, press releases, websites, etc.) for advertising or promotion purposes, or for the purpose of informing or influencing any third party, understanding that such consent may be denied for any or no reason. You also agree that you will not use or reproduce any Trademark of, or imply any endorsement by or relationship with, CKH or its licensors.

USE OF RESOURCES:

Capturing Kids’ Hearts grants individual participants of training a limited, non-exclusive, revocable, and non-transferable license for the Term of this Agreement to view, access, download, display, and otherwise use specific Capturing Kids’ Hearts Resources for their personal and classroom use only. Resources are made available to participants based upon their completed training and provided during training or through site content of Websites.

Access to Resources for participants is based upon both their completion of specific training(s) with Capturing Kids’ Hearts and the contractual relationship between Capturing Kids’ Hearts and the Client, the organization of which the participant is a current member. The relationship with a Client is documented in the products listed in the Products and Services Section and determines the varying levels of access to Resources based upon the training, products or subscriptions purchased. If the participant is no longer part of the Client’s organization, the participant will no longer have access to the resources.

APPLICABLE RESTRICTIONS & REQUIREMENTS:

Any unauthorized use of Resources is prohibited and may violate copyright, trademark, patent, and other applicable laws or regulations and could result in criminal or civil penalties. All Resources are made available for use by you only to the extent



that such use complies with all Applicable Restrictions & Requirements. For these purposes, “**Applicable Restrictions & Requirements**” means any and all of the following: (i) the provisions of this Agreement; (ii) the Terms of Use associated with the Websites; (iii) any other CKH agreements or Products and Services that may be applicable to you; (iv) any written instructions or restrictions provided to you by CKH; and (v) any instructions or restrictions printed on or otherwise accompanying any copies of the Resources that are provided to you, or that appear on Websites that are associated with such Resources. To be clear, except to the extent expressly permitted in writing as part of the Applicable Restrictions & Requirements, your rights do not include rights to do any of the following (collectively, “**Prohibited Actions**”), all of which you are prohibited from doing without CKH’s express prior written consent: (i) reproduce, modify, translate, aggregate, distribute, sell, commercially exploit, transmit, post, make derivatives of, or publicly disclose any of the Resources, or any portion thereof, in any way not expressly permitted in writing by CKH; (ii) remove, redact, or omit any and all copyright and other proprietary notices displayed on the Resources or on any permitted copies thereof; (iii) use of any data mining, robots or similar data gathering or extraction methods in connection with the Resources or the Websites; (iv) download (other than page caching) of any portion of the Resources or the Websites except to the extent expressly authorized during provision of the Products and Services; (v) reverse engineer or access the Resources or the Websites in order to develop or use any competitive website, content, app, product or service; (vi) use any of the Websites, Products or Resources other than for their intended purposes; (vii) resell any Resources or other Products delivered or otherwise acquired by you during the course of the Services or otherwise through the Websites; (viii) store, transport or use any Products or Resources in an unsafe or reckless manner or in any manner prohibited by law or regulation; or (ix) use any of the Resources in any manner not permitted by law or regulation. CKH may also impose additional reasonable limits on the scope of your access to and use of the Resources, including limits on time or number of materials accessed or machines used to access such Resources, in part to prevent unauthorized third-party access to or use of such Resources.

CONFIDENTIALITY:

This Agreement and its various terms (including the pricing, combination of services and solutions, and other terms of all associated Products and Services section) as well as metrics, observations and personal information about Client’s participants that may be contained or reflected in Deliverables (collectively, “**Confidential Information**”) shall be treated as confidential by Client and shall not be disclosed to any third parties throughout the Term of this Agreement and for five (5) years thereafter. However, notwithstanding the foregoing, Client may disclose such Confidential Information in compliance with judicial or other governmental orders or open records requests, provided that (i) Client shall give CKH at least ten business days advance written notice before so disclosing in response to such orders or requests, and (ii) Client shall reasonably cooperate with CKH to accommodate any requests from CKH to secure protective orders or to limit the scope of responses to the extent legally permissible.

Section 6: Disclaimers

Client accepts and must accept all of the Resources, Access, Products and Services, including any work products, results or deliverables produced thereby (collectively, “**Deliverables**”), “AS IS” and with all faults and errors. CKH HEREBY DISCLAIMS ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, THAT MIGHT RELATE TO THE RESOURCES, ACCESS, SERVICES OR ANY DELIVERABLES, EXCEPT FOR ANY SPECIFIC WARRANTIES THAT MAY BE EXPRESSLY PROVIDED IN THE TERMS OF THIS AGREEMENT, IF ANY. The entire risk as to the functionality, operation, and results is with the Client, and neither CKH nor any of its Consultants or other representatives assumes any risk or obligation in connection therewith. CKH hereby disclaims any and all liability, risk, obligation, or responsibility for decisions made or actions taken by Client after use of the Products, Resources, Access, Services, or any Deliverables. CKH shall in no way be responsible or liable for CLIENT’S use of (1) the Resources, Access, Products, Services, or Deliverables, (2) the information and data provided by third parties in order to use the Resources, Access, Products, Services or Deliverables; or (3) the information or results obtained through the Resources, Access, Products, Services or Deliverables. CKH does not guarantee or warrant any particular result or success as a result of the use of the Resources, Access, Products, Services, or Deliverables. Instead, the Resources, Access, Products, Services, and Deliverables should be considered tools to assist the Client, but they should not be treated as a singular solution.



In no event shall CKH or any of its Consultants or other representatives be liable for or responsible for any indirect, incidental, or consequential damages or injuries related to Client's or its representative's use of: (1) the Resources, Access, Products, Services or Deliverables; (2) the information and data provided by third parties in order to use the Resources, Access, Products, Services or Deliverables; or (3) the information or results obtained through the Resources, Access, Products, Services or Deliverables. The maximum possible liability of CKH shall not exceed the lesser of (a) the amount that the Client paid for the Resources, Access, Products, Services, or Deliverables that directly relate to the claim giving rise to such liability or (b) the full retail cost of those same Resources, Access, Products, Services or Deliverables.

No information shared by CKH verbally or in writing can be constituted to be professional advice, such as medical, legal, financial, psychological, business, or counseling advice. Diagnosing medical or psychological conditions cannot be done through a coaching process and should only be done by licensed professionals.

Section 7: Entirety & Interpretation

Once accepted, this Agreement together with the Terms of Use associated with our Websites represents the entire agreement, and supersedes any and all previous understandings, between you and CKH as pertains to our Products and Services and your Access to Resources. To be valid and enforceable, any amendment or modification to this Agreement, which may be in the form of a subsequent Products and Services Amendment that expressly invokes this Agreement, must be in a writing and signed by the respective authorized representatives to be bound thereby. This Agreement shall be construed, interpreted, and enforced exclusively under the laws and venue applicable in College Station, Brazos County, Texas. Section and paragraph headings have been included in this Agreement in hopes of facilitating ease of reference, but such headings shall not affect the interpretation of this Agreement. In the event of any inconsistency that cannot be reasonably resolved between this Agreement and an applicable Products and Services, the Products and Services section shall control for purposes of resolving the inconsistency, and a more recent Products and Services section shall control over inconsistent terms in Products and Services section(s). To the extent of any inconsistency that cannot be reasonably resolved between this Agreement and the Terms of Use associated with our Websites, this Agreement shall control throughout the Term, while the Terms of Use will control after the Term. You also agree that this Agreement will not be construed against CKH by virtue of having drafted it.

Section 8: Acceptance & Term

To indicate your acceptance of this Agreement without changes, the Client should have its authorized representative sign where indicated below and return the signed Agreement to Capturing Kids' Hearts via email to angie.shoffner@capturingkidshearts.org. Once returned, the date of your authorized representative's signature shall be treated as the effective start date of this Agreement. The enforceable term of this Agreement ("**Term**") shall extend until all services on the Products and Services section are from the Effective Date, unless sooner terminated, except that the Term shall be automatically extended through the last day of your Subscription Access, including any and all Renewal Terms for such Access.

Either party to this Agreement may terminate this Agreement at any point during the Term by providing ninety days' written notice to the other in the event that such other party materially breaches any provision of this Agreement, unless that other party cures such breach during those ninety days. All unpaid payment obligations and all rights and obligations under Intellectual Property of this Agreement shall survive any termination of this Agreement.

Section 9: Confirmation

On behalf of the Client, the undersigned individual hereby confirms that they have read and understand all the terms and conditions of this Agreement, and, as the contact person and authorized representative of the Client for all purposes of this

SERVICE AGREEMENT

Attachment H



Agreement, will endeavor to see that all policies and related details are understood and completed by all Client involved parties in the planning of the Products and Services. The undersigned individual applies their signature to this Agreement on behalf of their respective party for the purposes of entering into a legally binding contractual relationship between CKH and Client.

If you have any questions or need additional assistance, please do not hesitate to contact us.

Manzanita Public Charter School

By:

Printed Name:

Client's Authorized Representative

Title:

Date:

Contact Information:

Capturing Kids' Hearts

Attn: Angie Shoffner

angie.shoffner@capturingkidshearts.org

1199 Haywood Drive

College Station, TX 77845

Phone: 800-316-4311

Fax: 877-941-4700

2023-24 LCAP GOALS/ACTIONS

MANZANITA COMMUNITY INPUT

LCAP WORK

LCAP= Local Control Accountability plan is a plan that is AUDITED so as to determine Manzanita spent State and Federal money appropriately

PRIMARY PURPOSE OF LCAP: IMPROVE INSTRUCTION

FOCUS OF LCAP: Student achievement-with a particular focus on State identified subgroups: socio-economically disadvantaged; EL learners, and foster care scholars

The LCAP is written and organized around schoolwide GOALS and ACTIONS

This *second LCAP summary work* involves reviewing recommended ACTIONS from all community members to help Manzanita's Governance Board review and approve final LCAP version.

LCAP HIGHLIGHTS

Win Time-Reading focus and achievement

Essential Enrichment class opportunities for all

Re-establishment of grade level PLC's

Establishment of Intervention Team

Re-establishment of Literacy Team

DOD/Prop 51 Facilities Grant Project-fully funded!

Re-establishment of MTSS model

Design of Extended Learning Opportunity Program (ELOP)-new partnership with Creative Arts
Project non profit agency

A return to Field trips across all grade levels

LEA Fiscal transition to charter management organization (DMS)

Material revision submission for Grade 7 and 8 expansion

RECOMMENDED INSTRUCTIONAL ACTIONS FOR NEXT 3 YEARS

GOAL 1 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.

Certificated and Classified Staff; School Site Council; MPCS families; Parent/Teacher/Scholar Advisory Board:

- Creation of an ELD team/Coordinator
- Designated EL lessons during WINTIME
- Purchase and implementation of new Benchmark curriculum with updated phonics and EL instructional tools
- Implement systematic ELD-with focus on speaking and listening and writing
- Clear road map and revised pacing guide for each grade level's ELA and MATH curriculum that is aligned to state standards and SBAC
- Vertical grade level alignment with all reading, writing, and math standards
- Weekly or bi-weekly reading and math intervention progress monitoring
- DIBELS testing for all reading intervention learners
- Educational field trips for all grade levels
- Re-establish "whole child" educational models which include structured and unstructured play opportunities and high-quality enrichment programs
- Manzanita material revision submission for Grades 7 and 8 instructional model
- GATE re-structuring to allow for classroom clusters and eventual elimination of combination classrooms
- Create Intervention team responsible for General Education progress monitoring bi-weekly
- Create grade level learning extension activities for families to use at home with their child
- ELOP program established-new partnership with Creative Arts Project
- Designated enrichment lessons to support Math Superbowl,

Items highlighted are additional actions included in the 2023-24 LCAP.

RECOMMENDED SCHOOL LEARNING CULTURE ACTIONS FOR NEXT 3 YEARS

GOAL 2

Create a healthy and engaging school environment by focusing on providing scholars with social Emotional/mental health supports provided by a trained staff, while also promoting positive attendance to bolster student achievement and well being.

Certificated and Classified Staff; School Site Council; MPCS families; Parent/Teacher/Scholar Advisory Board

- Create grade level syllabus for ELA and MATH and distribute at Back to School Night-special emphasis on military families
- ADD SEL based Art and ELA curriculum for all grade levels
- Block specified SEL instruction in master schedule
- Structured school wide incentives (rewards/prizes) that motivate/improve scholar behaviors
- Re-instate school uniform policies and guidelines-provide easy access to 'free uniforms' if needed
- Re-instate a multi-tiered system of support (MTSS) team that includes parents, scholars, teachers, and support staff
- Create and use academic and social emotional language 'flash cards' with scholars
- Pairing older and younger scholars for academic and/or social emotional learning work
- Wednesday school "club" days for enrichment (cooking, yearbook, photography, landscaping, etc...)
- Mentor program (regular check-ins with a trusted adult) for SPED, Foster, and SED scholars
- Offer Social media/cellphone safety seminars for families and staff
- C.E.R.T training for all staff (Community Emergency Response Team)
- Partner with Boys Scouts and Girls Scouts for "badge work" with Outdoor Education and other classroom models teaching independence
- Intervention team responsible for General Education progress monitoring bi-weekly
- Calming corners in all classrooms
- School wide SEL approach --Capturing Kids Hearts contract/training modules
- Development and adoption of a school-wide homework policy

RECOMMENDED STAFF PROFESSIONAL DEVELOPMENT ACTIONS FOR NEXT 3 YEARS

GOAL 3

Staff engagement in valuable, high quality professional learning that assists in meeting the LEA's academic and Emotional goals.

Certificated and Classified Staff; School Site Council; MPCS families; Parent/Teacher/Scholar Advisory Board

- Peer teacher classroom observations-all grades
- ELD training for all instructional staff
- National Building Operator's Management Seminar (NFMT) for maintenance team
- Charter School Leadership Intensive Seminar for Administration
- Benchmark Advance training on curriculum strategies
- Ongoing SELPA trainings for instructional support staff
- Dibels training for Dibels Team
- Trauma informed teacher trainings
- Small instructional group training for classroom teachers and teacher/tutors
- John Hattie training for instructional staff
- Creative Mathematics Project training for all instructional staff
- Capturing Kids Hearts transformational culture building-school-wide

Items highlighted are additional actions included in the 2023-24 LCAP.

Manzanita Public Charter School Grade 7 and 8 Program Design

Background

Manzanita Public Charter School, in its 13th year of operation, continues to appreciate the professional and collegial relationship which has been built with our LEA authorizer, Lompoc Unified School District. Our goal with this petition is to address the ongoing requests, by our school community and families, to add a grade 7 and 8 program for its children. Manzanita leadership has met frequently, over the past two years, with representatives from this community (Moms on a Mission). Recently, these volunteers presented their ideas to the Manzanita Governance Board at a January 18, 2023 board meeting. A decision was made to move forward with the material revision work, with our Manzanita attorneys, for a possible July/August submittal timeline for Lompoc Unified School District's consideration. This UPK-8 Program design is a ROUGH DRAFT outline which represents Manzanita's conceptual thoughts around the actual Grade 7 and 8 material revision. The eventual, material revision document will be more formalized and follow state guideline formats once submitted to LUSD for board approval.

However, I felt this preliminary, document format might be helpful with any informal cabinet conversations. I would welcome the opportunity to discuss this proposal in person and address any questions/concerns you, or your team, might have moving forward.

***Who: Grades 7 and 8 Program open to Lompoc and Vandenberg Space Force Base
Students-enrollment capped at 120 Grade 7 and 8 students per year***

***What: Manzanita will expand from an educational TK-6 program to an educational UPK-8
program design***

***When: Planned opening Fall of 2025-beginning with two 7th grade classrooms of 25-28
students***

***Where: Manzanita campus (or temporary alternative site until campus renovation project
completed)***

MATERIAL REVISION ARGUMENTS

--TK-8 model design shows significant academic and social emotional results for students in grades 7 and 8

Research shows that a school's grade span configuration influences the academic performance levels of its students AND that the presence of academic optimism within the school had an

equally strong influence on academic learning. Manzanita believes that adjusting its grade span configuration to include seventh and eighth grade along with its existing 'academic optimism' approach will educationally benefit our students and the local community.

--No existing public school UPK-8 model in the Lompoc Valley to meet the needs of its students who would flourish in a smaller, more intimate junior high model

--Repeated requests from Manzanita families during LCAP, ELAC, and PTSC meetings to offer grades 7 and 8 for their children

--Repeated surveys during the past 5 years show strong interest and expectations from Manzanita families to offer grades 7 and 8 for their children (see attached surveys)

--Safety first: From 2021-2023, three former Manzanita scholars died due to gang recruitment and drug overdoses. Several others have ended up in juvenile hall. These tragedies were largely set in motion based on junior high connections after leaving Manzanita Public Charter School. It is felt that keeping our scholars during the influential grade 7 and 8 years, may prevent more tragedies from occurring within our small, school community.

--Manzanita's highly individualized model of instruction is difficult to replicate in a larger school district. By expanding our model to grades 7 and 8, we can better transition and prepare our scholars for high school independence at a more reasonable and developmental pace.

--Manzanita's current TK-6 model already reflects this broader educational approach by offering daily electives to every grade level in the areas of music, art, theatre, outdoor education, PE, and STEM/Computer Science. These programs will simply be extended/expanded for a Grade 7 and 8 model.

-- In a smaller, more intimate UPK-8 school model, our Manzanita scholars will receive more opportunities for personal connection with their adult support network. Smaller settings tend to lend toward a stronger sense of teacher-student community. Having fewer students in grades 7 and 8, in a UPK-8 structure, may also allow for greater diversity of choices for leadership roles because it forces our Manzanita educators and administrators to look beyond the 'typical' choices for such opportunities. It can both allow and encourage staff to work closer with students who might otherwise be overlooked in a larger student body. Grades 7 and 8 are often emotionally challenging years for adolescents and creating an opportunity for Manzanita scholars to experience these 'growing years' in a safe, inclusive, and familiar way, will allow for deeper educational risks and growth.

Description of 7th and 8th grade model design

Blending a range of ages, particularly UPK through eighth grades, requires careful attention to design details to effectively support educational objectives. The following approaches will be put in place to ensure these objectives are met:

Approach 1

Maintain a small-school experience. Younger grades will be housed on one side of campus with Grades 6,7, and 8 on other side of campus. Classrooms will be grouped in grade level pods. Worldwide, small, single steam schools are leading the way now in more tailored and flexible learning programs. These school models can also offer an environment that fosters empathy and positive well-being. Manzanita currently offers this type of environment for its TK-6 scholars-we respectfully wish to expand this to Grade 7 and 8 scholars as well.

Approach 2

Recognize that one -size won't fit all. For example, Kindergarten classrooms are paired with bathrooms with smaller fixtures. A secondary activity/fitness room and state of the art gymnasium will provide a larger venue for junior high students. The newly, designed Manzanita campus, which includes a library, full equipped kitchen, running track/soccer field, and flexible seating in the cafeteria, will allow for upper grade physical and educational needs.

Approach 3

Build in adaptability: Flexible learning spaces, furniture solutions, and maintaining excellent wi-fi coverage in order to support evolving teaching practices in the classrooms is key. Separate lunch and recess schedules for elementary and secondary students allows for appropriate grade level play and socialization. Adaptable learning environments are a Manzanita 'thing.' We will simply expand this to grades 7 and 8.

Approach 4

Fostering Healthy relationships between older and younger siblings and other family members Lompoc and Vandenberg Space Force Base are relatively small communities. 77% of Manzanita students have older or younger siblings (or cousins) attending the school campus at the same time. Extending Manzanita to a 7th and 8th grade model, helps further develop positive interactions between the big kids and the little kids. Relationships are developed through formal programs such as 'reading buddies' and informal homework help. 90% of our students are bussed daily to Manzanita. Older siblings can be paired with younger siblings on these bus rides to ensure a safe and happy riding experience for all our scholars.

Approach 5

Curriculum/Assessment Design In order to achieve its educational goals, Manzanita 's curriculum practice includes 5 principles of curriculum design: **personalization, breadth, relevance, challenge, and enjoyment.** These 5 principles will also be the foundational philosophy behind a grade 7 and 8 curricular program at MPCS. The LEA, in partnership with the Santa Barbara County Education office, will adopt Grade 7 and 8 curriculum framework which includes Common Core Standards containing the 12 California content standards for all required subject areas. These required subject areas, in addition to Language Arts and Mathematics, include Visual and Performing Arts, Career technical education (CTE), Computer

Science, Health Education, Physical Education, and History-Social Science. Curriculum Brochures will be distributed to parents/guardians to provide insight into what their children are learning as they progress through the grades at Manzanita. These brochures will also offer suggestions for parents/guardians to support their students' learning and a list of additional resources.

Approach 6

Social Emotional Learning Needs-Our current structure

Manzanita currently offers a strong and supportive SEL program for its Grades TK-6 population. The LEA's multi-tiered system of support (MTSS) includes a full-time social emotional counselor, full-time school psychologist, part-time SELPA behavioral support person, partnership with SOUL SHOP, SEL curriculum taught school-wide, DESSA small group instructional support, SST and 504 frameworks in place, and a more recent commitment to partnering with an organization called "Capturing Kids Hearts." The CKH philosophy includes SEL approaches for BOTH staff and students alike. Manzanita administration has attended the initial CKH training module, and will be bringing its first CKH training session to the Manzanita campus in April of 2023.

SEL the "Finnish" way-continuing and adding more to this approach via Manzanita's PSMI/Prop 51 Renovation project:

During fall of 2019, just a few months before the COVID 19 pandemic first hit, Manzanita sent a team of 10 educators to Finland for a one week, deep dive, into Finnish elementary education. The experience led to the following MPCS SEL model adjustments:

-- We created additional outdoor learning experiences for grades TK-6-with a special emphasis on Grades TK-2

--We continue to work toward linking these outdoor learning experiences to academic learning standards

--We now embrace BOTH purposeful and free play and see them as equal partners

--We now embrace weather difficulties and teach students to interact with rain, fog, heat, and wind as both natural and learning experiences

--We desire new classroom designs-Finnish classrooms believe in the 'less is more' approach. The idea is that muting colors and limiting 'stuff' in classrooms,' prevents anxiety and ADHD symptoms. Manzanita's new build/renovation project classroom designs will reflect this philosophy

--We desire to create eating environments with circular and booth-like tables to encourage healthy, social interactions with children and adults. We have been able to create an outdoor space that resembles this philosophy-the new cafeteria plan design will also allow for this communicative approach.

--We desire to serve fresh and organic foods to children-Manzanita's new kitchen design will eventually allow for this type of nutritional program.

Approach 7

Accountability

Manzanita Public Charter School participates in all California State accountability programs such as ELPAC, SBAC, LCAP, SSP, CA Dashboard, SELPA reporting, and fiscal audits. Manzanita's local accountability measures include Grades K-6 STAR Renaissance Reporting, ESGI for Grades K-1; Benchmark Advance (ELA) and Bridges (Mathematics) unit tests, as well as trimester DIBELS testing for all scholars in need of urgent intervention. All of these relevant, accountability measures will be in place for a Grade 7 and 8 model with an add of grading recognitions including Principal's List, Honor Roll, GPA measures, and National Honor Society membership opportunities.

OTHER EXPANSION CONSIDERATIONS

Staffing and Governance Structure

Manzanita Public Charter School's existing governance structure will absorb the proposed Grade 7 and 8 program. This request is a material revision to the LEA's existing Charter; however, we are respectfully requesting this request be viewed separately from any renewal process for Manzanita's current TK-6 programs.

Proposed staffing for the Grade 7 and 8 program is as follows:

- 1 site Principal
- 1 full-time site Counselor
- 4 elementary fully credentialed teachers
- 4 part-time elective teachers
- 1 full time administrative assistant
- 1 part-time resource teacher
- Part-time itinerant SPED support staff as needed
- 1 part-time custodian
- 1 part-time food service worker

- Free bussing will be provided for all grade 7 and 8 scholars
- Intramural Sports program will be established for all Grade 7 and 8 grade scholars
- AVID program will be implemented for Grade 7 and 8 scholars
- Drama, Honor Choir, Outdoor Rangers, Robotics, and Leadership Clubs will be offered for Grade 7 and 8 scholars