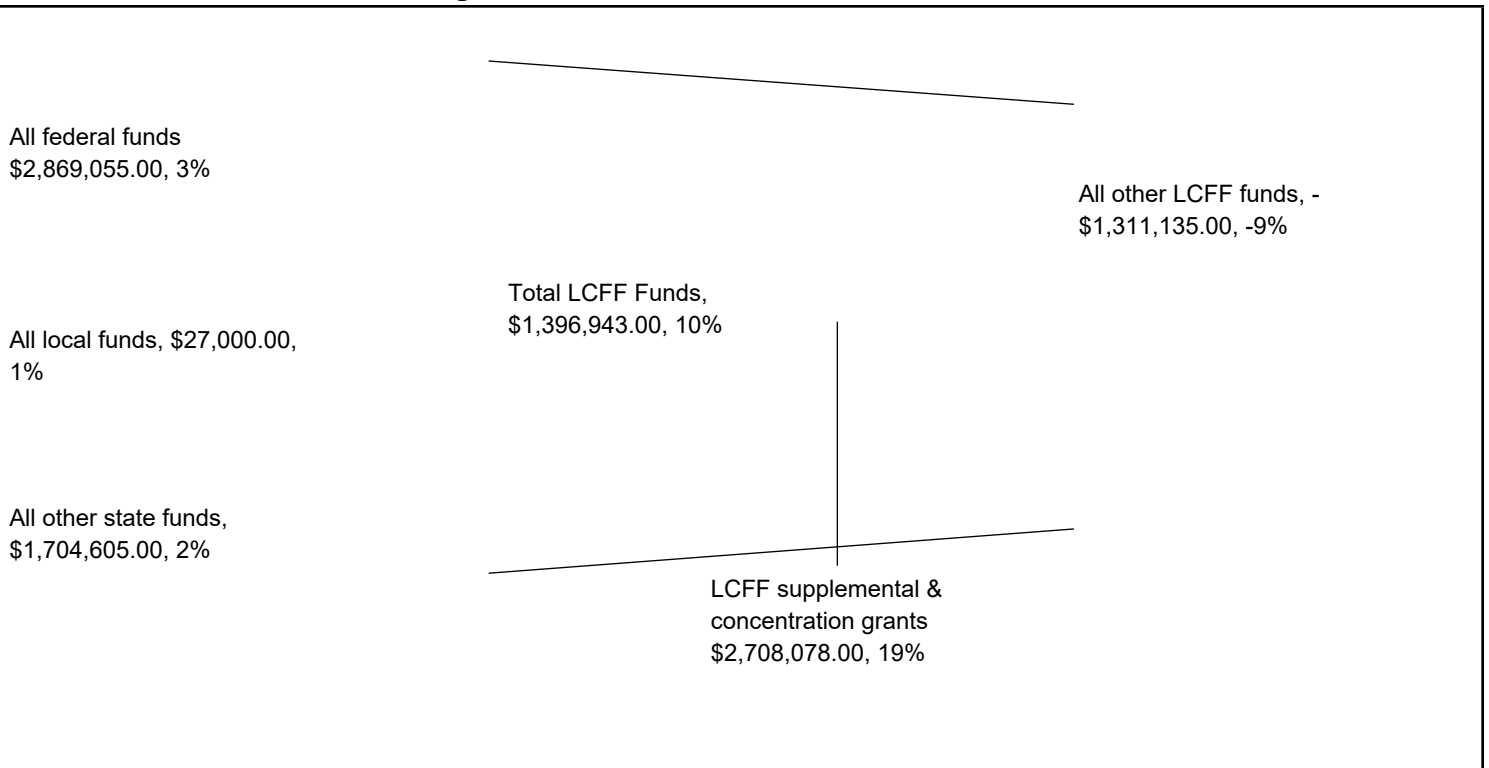


# LCFF Budget Overview for Parents

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

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

## Budget Overview for the 2024-25 School Year

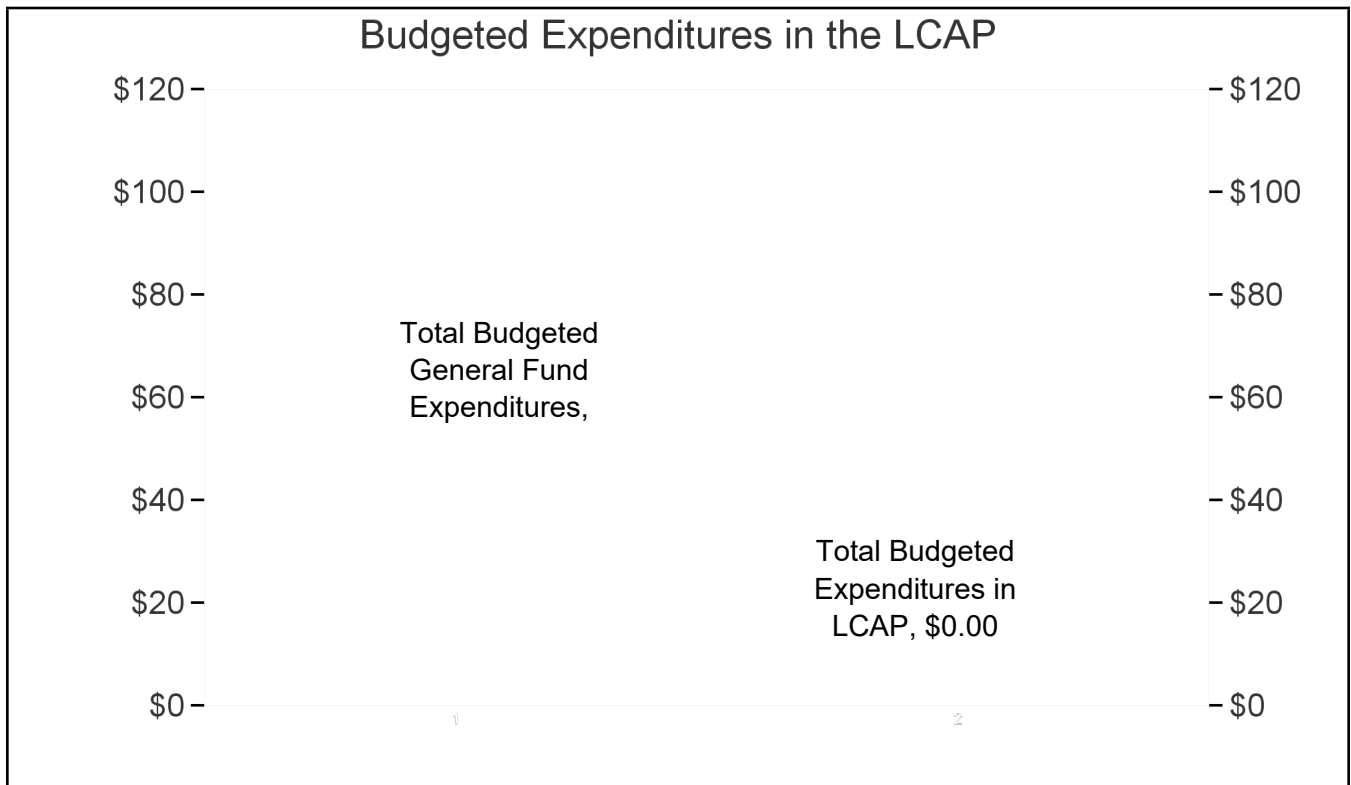


This chart shows the total general purpose revenue Manzanita Public Charter School expects to receive in the coming year from all sources.

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

# LCFF Budget Overview for Parents

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



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

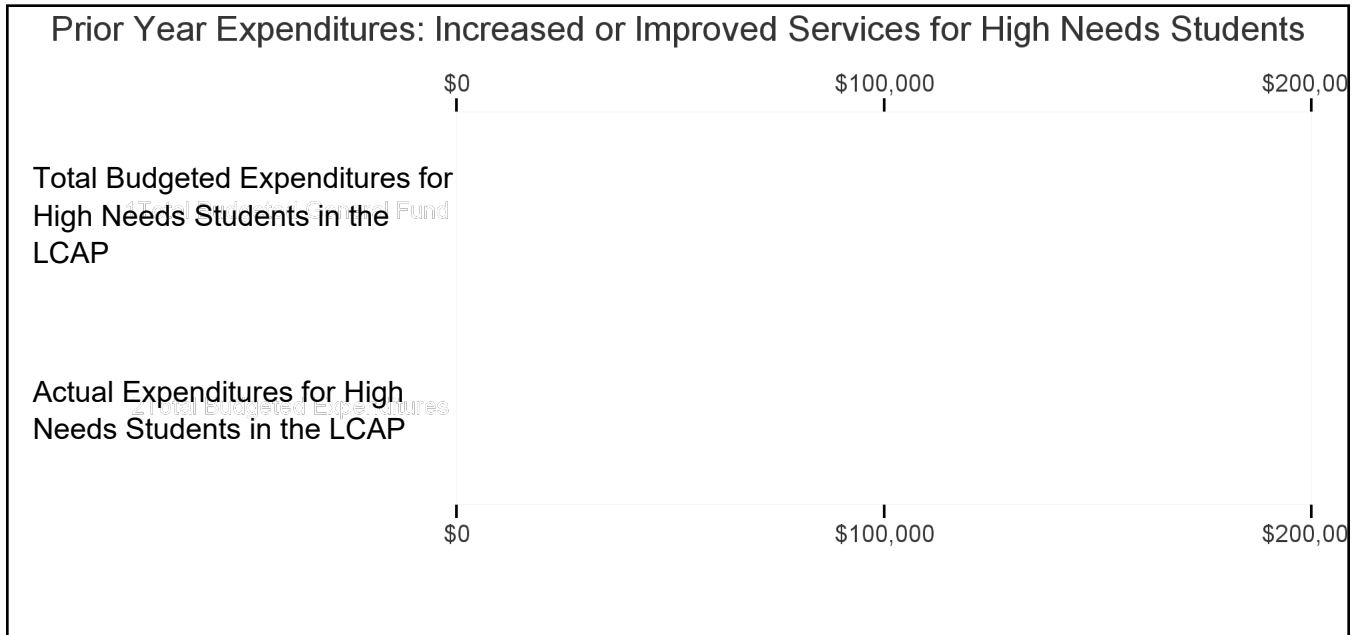
Manzanita Public Charter School plans to spend for the 2024-25 school year. Of that amount, \$0.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund budget expenditures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

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

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

# LCFF Budget Overview for Parents

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



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

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

4

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4.D: Mantener el % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status) encima				51.8%	43%
4.E: Aumentar el % de estudiantes EL reclasificados (tasa de reclasificación) a				4.6%	15%
4.H: Mantener el % de progreso de los estudiantes de inglés (CA Dashboard, Status) encima				51.8%	43%
7.A: Mantener el Las inscripciones en los cursos académicos necesarios a				100%	100%
7.B: Mantener el # de instancias que cada estudiante no duplicado participa en programas o servicios para UDS (por promedio de UDS) encima				5.0	6.4
7.C: Mantener el # de casos en que cada estudiante con necesidades excepcionales participa en programas o servicios para ENS (por promedio de ENS) encima				3.2	4.5
8.A: Aumentar el % de estudiantes terminando 2 evaluaciones formativas y locales a				83.7%	100%

## 2023-24

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

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

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

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

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

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

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

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

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

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

### Successes:

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

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

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

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

Challenges:

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

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

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

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

Ninguna acción en este objetivo tuvo diferencias significativas entre los gastos presupuestados y los gastos reales:

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

1.A - % de maestros asignados apropiadamente y con credenciales completas en el área temática y para los alumnos que están enseñando - ( BL - '22-23' - 82.6% Target - 100% )

4.A.1 - % Cumpliendo de normas en ELA - ( BL - 45.3% '22-23' - 53.6% Target - 65% )

4.A.2 - % Cumpliendo de normas en Math - ( BL - 38.5% '22-23' - 40.8% Target - 60% )

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

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

01.04: Essential Enrichment Learning Programming - *This action was extremely effective. It created student motivation and may spark interests for future jobs. Evidence of effectiveness: Metric 6.E: went from N/D ( 22-23 ) to 74.5% ( 23-24 ).*

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

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

01.11: EL professional development - *Effectiveness has been outstanding and shows and shows in CAASPP scores. Evidence of effectiveness: Metric 4.D: % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status) went from 22.0% ( 21-22 ) to 51.8% ( 22-23 ).*

01.12: EL Instruction - *Effectiveness is positive with students and teachers working together. Evidence of effectiveness: Metric 4.D: % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status) went from 22.0% ( 21-22 ) to 51.8% ( 22-23 ).*

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

- 01.10: - *Effectiveness cannot be measured because the action was not started.*

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

- 1.A - % de maestros asignados apropiadamente y con credenciales completas en el área temática y para los alumnos que están enseñando
- 1.B.1 - % de estudiantes con plan de estudios básico alineado con los estándares estatales de CA
- 1.B.2 - % de EL con plan de estudios ELD alineado con los estándares estatales de CA
- 4.A.1 - % Cumpliendo de normas en ELA
- 4.A.2 - % Cumpliendo de normas en Math
- 4.D - % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status)
- 4.E - % de estudiantes EL reclasificados (tasa de reclasificación)
- 4.H - % de progreso de los estudiantes de inglés (CA Dashboard, Status)

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

- 2.A - % de implementación de los estándares estatales de CA para todos los estudiantes
- 2.A - % de implementación de los estándares estatales de CA para todos los estudiantes
- 2.B - % La implementación de las ELD normas adoptadas por el SBE para todos los ELs
- 7.A - Las inscripciones en los cursos académicos necesarios
- 7.B - # de instancias que cada estudiante no duplicado participa en programas o servicios para UDS (por promedio de UDS)
- 7.C - # de casos en que cada estudiante con necesidades excepcionales participa en programas o servicios para ENS (por promedio de ENS)
- 8.A - % de estudiantes terminando 2 evaluaciones formativas y locales

Este meta se mantuvo sin cambios en el LCAP del próximo año. 2024-25 .

Las siguientes son métricas que se agregaron como nuevas, se eliminaron, se movieron, se modificó la redacción o se modificó la ID de la métrica en el LCAP del próximo año. Algunas métricas tuvieron cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. Tales métricas no están incluidas en las siguientes listas. 2024-25 .

- 1.A: Mantener el % de maestros asignados apropiadamente y con credenciales completas en el área temática y para los alumnos que están enseñando - Moved from goal 01 to goal 02,
- 1.B.1: Mantener el % de estudiantes con plan de estudios básico alineado con los estándares estatales de CA - The metric was changed to read: 1.B.1: Mantener el % de estudiantes con plan de estudios básico alineado con los estándares estatales de CA,
- 2.A: Mantener el % de implementación de los estándares estatales de CA para todos los estudiantes - Moved from goal 01 to goal , The metric was changed to read: , The number of this metric was changed from 2.A to ,

- 2.A: Mantener el % de implementación de los estándares estatales de CA para todos los estudiantes - Moved from goal 01 to goal , The metric was changed to read: , The number of this metric was changed from 2.A to ,
- 2.B: Aumentar el % La implementación de las ELD normas adoptadas por el SBE para todos los ELs - Moved from goal 01 to goal , The metric was changed to read: , The number of this metric was changed from 2.B to ,
- 4.D: Mantener el % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status) - The metric was changed to read: 4.D: Aumentar el % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status),
- 4.H: Mantener el % de progreso de los estudiantes de inglés (CA Dashboard, Status) - The metric was changed to read: 4.H: Aumentar el % de progreso de los estudiantes de inglés (CA Dashboard, Status),

Las siguientes son listas de acciones que fueron agregadas, eliminadas, modificadas, eliminadas y combinadas, o completadas en el LCAP del próximo año. Estos cambios fueron el resultado directo de reuniones con grupos de partes interesadas. Algunas acciones en este objetivo han tenido cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. 2024-25 .

- 01.03: - Deleted,
- 01.10: - Deleted,
- 01.11: - Deleted,
- 01.13: - Deleted,
- 01.16: - Deleted,



#REF!	
02	

Year 1 Outcome

Métricas / Indicadores	Base	Resultado del año 1	Resultado del año 2	Resultado del año 3	2023-24
22.F: Aumentar el a	N/D		N/D	22.6%	90%
1.C: Mantener el % en la calificación general de la herramienta de inspección de instalaciones encima	N/D		90%	90%	90%
2.A: Aumentar el % de implementación de los estándares estatales de CA para todos los estudiantes a	N/D		N/D	90.0%	90%
2.B: Aumentar el % La implementación de las ELD normas adoptadas por el SBE para todos los ELs a	N/D		N/D	93.3%	90%
6.C.1: Aumentar el # en la clasificación general del índice de la Encuesta de Clima Escolar del Distrito a	N/D		N/D	81.6	80
6.C.2: Mantener el encima			N/D	85.5%	86.4%
6.C.3: Aumentar el a			N/D	74.5%	70.0%

**2023-24**

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

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

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

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

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

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

Successes:

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

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

Challenges:

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

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

Ninguna acción en este objetivo tuvo diferencias significativas entre los gastos presupuestados y los gastos reales:

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

1.C - % en la calificación general de la herramienta de inspección de instalaciones - ( BL - '23-24' - 90% Target - 90% )

6.E - - ( BL - N/D '23-24' - 74.5% Target - 70.0% )

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

02.01: Chronic Absenteeism response - *Evidence of effectiveness: Metric 5.B: % sobre la tasa de ausentismo crónico (Tablero de CA, Estado) went from 21.6% ( 21-22 ) to 13.8% ( 22-23 ).*

02.04: Mental Health Services - *This benefits scholars who have social/emotional struggles. Evidence of effectiveness: Metric 22.F: went from N/D ( 22-23 ) to 22.6% ( 23-24 ).*

02.07: Update school camera system - *We got new cameras and Increased camera count and continue to increase cameras in blind spots. Evidence of effectiveness: Metric 6.D: went from N/D ( 22-23 ) to 85.5% ( 23-24 ).*

02.10: Provide certificated PE teacher for TK-6 scholars - *This time is highly effective at helping unduplicated students close the learning gap. Evidence of effectiveness: Metric 4.D: % de estudiantes EL que progresan hacia el dominio del inglés (CA Dashboard, Status) went from 22.0% ( 21-22 ) to 51.8% ( 22-23 ).*

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

02.16: Add guest monitoring system as a front office procedure - *Training occurred and was successful. Further specific training and complete app use is needed. Evidence of effectiveness: Metric 6.D: went from N/D ( 22-23 ) to 85.5% ( 23-24 ).*

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

- 02.08: -

- 02.13: - *Teacher provides print out of R360 reading.*

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

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

22.F -

1.C - % en la calificación general de la herramienta de inspección de instalaciones

2.A - % de implementación de los estándares estatales de CA para todos los estudiantes

2.B - % La implementación de las ELD normas adoptadas por el SBE para todos los ELs

6.C - # en la clasificación general del índice de la Encuesta de Clima Escolar del Distrito

6.D -

6.E -

Esta meta fue cambiada en el LCAP del próximo año. El nuevo meta dice lo siguiente: 2024-25 . :

Las siguientes son métricas que se agregaron como nuevas, se eliminaron, se movieron, se modificó la redacción o se modificó la ID de la métrica en el LCAP del próximo año. Algunas métricas tuvieron cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. Tales métricas no están incluidas en las siguientes listas. 2024-25 .

- 22.F: Aumentar el - Moved from goal 02 to goal , The metric was changed to read: , The number of this metric was changed from 22.F to ,

- 1.C: Mantener el % en la calificación general de la herramienta de inspección de instalaciones - Moved from goal 02 to goal 03,

- 2.A: Aumentar el % de implementación de los estándares estatales de CA para todos los estudiantes - The metric was changed to read: 2.A: Mantener el % de implementación de los estándares estatales de CA para todos los estudiantes,

- 2.B: Aumentar el % La implementación de las ELD normas adoptadas por el SBE para todos los ELs - The metric was changed to read: 2.B: Mantener el % La implementación de las ELD normas adoptadas por el SBE para todos los ELs,

- 6.C: Aumentar el # en la clasificación general del índice de la Encuesta de Clima Escolar del Distrito - Moved from goal 02 to goal , The metric was changed to read: , The number of this metric was changed from 6.C to ,

- 6.D: Mantener el - Moved from goal 02 to goal , The metric was changed to read: , The number of this metric was changed from 6.D to ,

- 6.E: Aumentar el - Moved from goal 02 to goal , The metric was changed to read: , The number of this metric was changed from 6.E to ,

Las siguientes son listas de acciones que fueron agregadas, eliminadas, modificadas, eliminadas y combinadas, o completadas en el LCAP del próximo año. Estos cambios fueron el resultado directo de reuniones con grupos de partes interesadas. Algunas acciones en este objetivo han tenido cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. 2024-25 .

- 02.07: - Deleted,
- 02.11: - Deleted,
- 02.12: - Deleted,
- 02.16: - Deleted,
- 02.17: - Deleted,
- 02.18: - Deleted,

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03	

Year 1 Outcome

Métricas / Indicadores	Base	Resultado del año 1	Resultado del año 2	Resultado del año 3	2023-24
31.B: Mantener el encima	8.3%		25.9%	28.6%	%
32.B: Mantener el encima	--		18.5%	25.0%	%
3.A.1: Aumentar el % en la encuesta de padres del distrito que está de acuerdo en que el distrito busca la opinión de los padres (artículo 24) a	3.4%		21.6%	89%	75.0%
3.A.2: Aumentar el % de hogares que respondieron a la Encuesta de padres del distrito a	0%		--	67%	25%
3.B: Mantener el de casos en que un padre de cada estudiante no duplicado participa en un programa o servicio escolar para UDS (por promedio de UDS) encima			1.5%	1.0	2.4
3.C: Mantener el # de casos en que un padre de cada estudiante con necesidades excepcionales participa en un programa o servicio escolar para ENS (por promedio de ENS) encima			0%	2.1	1.5
5.A: Mantener el La tasa de asistencia escolar encima				97.9%	95%
5.B: Disminuir el % sobre la tasa de ausentismo crónico (Tablero de CA, Estado) a				13.8%	2.5%
5.C: Mantener el % sobre la tasa de abandono de la escuela secundaria a				N/D	0%
6.A: Mantener el % sobre la tasa de suspensión (panel de CA, estado) abajo				0.8%	0.9%
6.B: Mantener el % sobre tasa de expulsión a				0%	0%
6.C.1: Mantener el # en la clasificación general del índice de la Encuesta de Clima Escolar del Distrito encima				83.4	80
6.C.2: Mantener el encima				87.8%	90%
6.C.3: Aumentar el a				74.5%	80%

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

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

03.03: Vertical articulation - *Not directly addressed yet*

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

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

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

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

Successes:

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

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

Challenges:

Ninguna acción en este objetivo tuvo diferencias significativas entre los gastos presupuestados y los gastos reales:

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

6.C - # en la clasificación general del índice de la Encuesta de Clima Escolar del Distrito - ( BL - '23-24' - 83.4 Target - 80 )

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

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

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above

during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 03.03: -
- 03.07: -
- 03.08: - *Effectiveness cannot be measured because the action was not started.*
- 03.09: - *Effectiveness cannot be measured because the action was not started.*

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

- 31.B -
- 32.B -
- 5.B - % sobre la tasa de ausentismo crónico (Tablero de CA, Estado)
- 5.C - % sobre la tasa de abandono de la escuela secundaria
- 6.A - % sobre la tasa de suspensión (panel de CA, estado)
- 6.B - % sobre tasa de expulsión

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

- 3.A.1 - % en la encuesta de padres del distrito que está de acuerdo en que el distrito busca la opinión de los padres (artículo 24)
- 3.A.2 - % de hogares que respondieron a la Encuesta de padres del distrito
- 3.B - de casos en que un padre de cada estudiante no duplicado participa en un programa o servicio escolar para UDS (por promedio de UDS)
- 3.C - # de casos en que un padre de cada estudiante con necesidades excepcionales participa en un programa o servicio escolar para ENS (por promedio de ENS)
- 5.A - La tasa de asistencia escolar
- 6.C - # en la clasificación general del índice de la Encuesta de Clima Escolar del Distrito
- 6.D -
- 6.E -

Este meta se mantuvo sin cambios en el LCAP del próximo año. 2024-25 .

Las siguientes son métricas que se agregaron como nuevas, se eliminaron, se movieron, se modificó la redacción o se modificó la ID de la métrica en el LCAP del próximo año. Algunas métricas tuvieron cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. Tales métricas no están incluidas en las siguientes listas. 2024-25 .

- 31.B: Mantener el - Moved from goal 03 to goal , The metric was changed to read: , The number of this metric was changed from 31.B to ,
- 32.B: Mantener el - Moved from goal 03 to goal , The metric was changed to read: , The number of this metric was changed from 32.B to ,
- 3.A.2: Aumentar el % de hogares que respondieron a la Encuesta de padres del distrito - The metric was changed to read: 3.A.2: Mantener el % de hogares que respondieron a la Encuesta de padres del distrito,

- 3.B: Mantener el de casos en que un padre de cada estudiante no duplicado participa en un programa o servicio escolar para UDS (por promedio de UDS) - The metric was changed to read: 3.B: Aumentar el de casos en que un padre de cada estudiante no duplicado participa en un programa o servicio escolar para UDS (por promedio de UDS),
- 5.A: Mantener el La tasa de asistencia escolar - The metric was changed to read: 5.A: Aumentar el La tasa de asistencia escolar,

Las siguientes son listas de acciones que fueron agregadas, eliminadas, modificadas, eliminadas y combinadas, o completadas en el LCAP del próximo año. Estos cambios fueron el resultado directo de reuniones con grupos de partes interesadas. Algunas acciones en este objetivo han tenido cambios menores en el idioma para proporcionar más claridad o coherencia en todo el plan. 2024-25 .

- 03.09: - Deleted,
- 03.11: - New Action