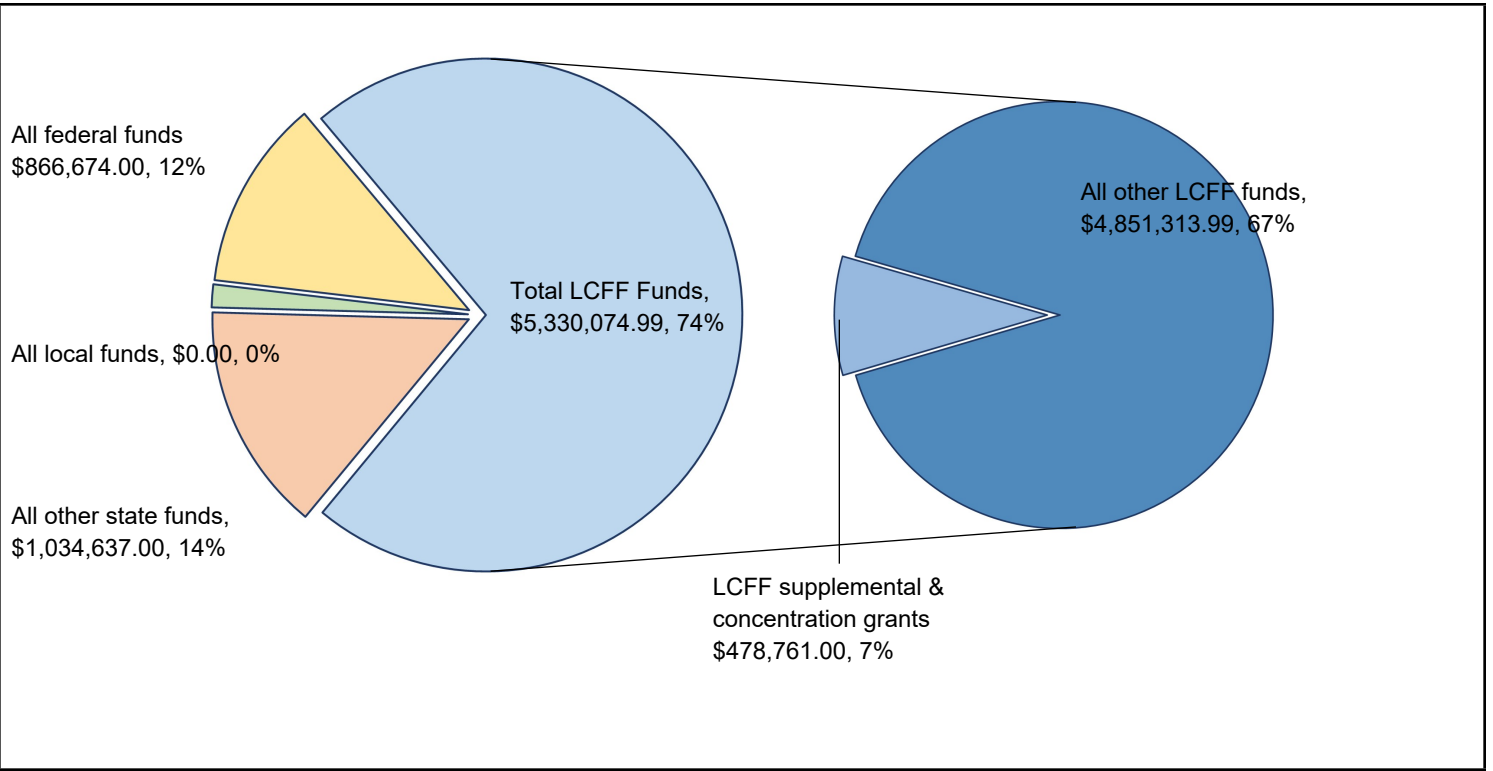


LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Manzanita Public Charter School
CDS Code: 42 69229 0116921
School Year: 2024-25
LEA contact information: Suzanne Nicastro, (805) 734-5600, suzanne.nicastro@manzanitacharterschool.com

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

Budget Overview for the 2024-25 School Year

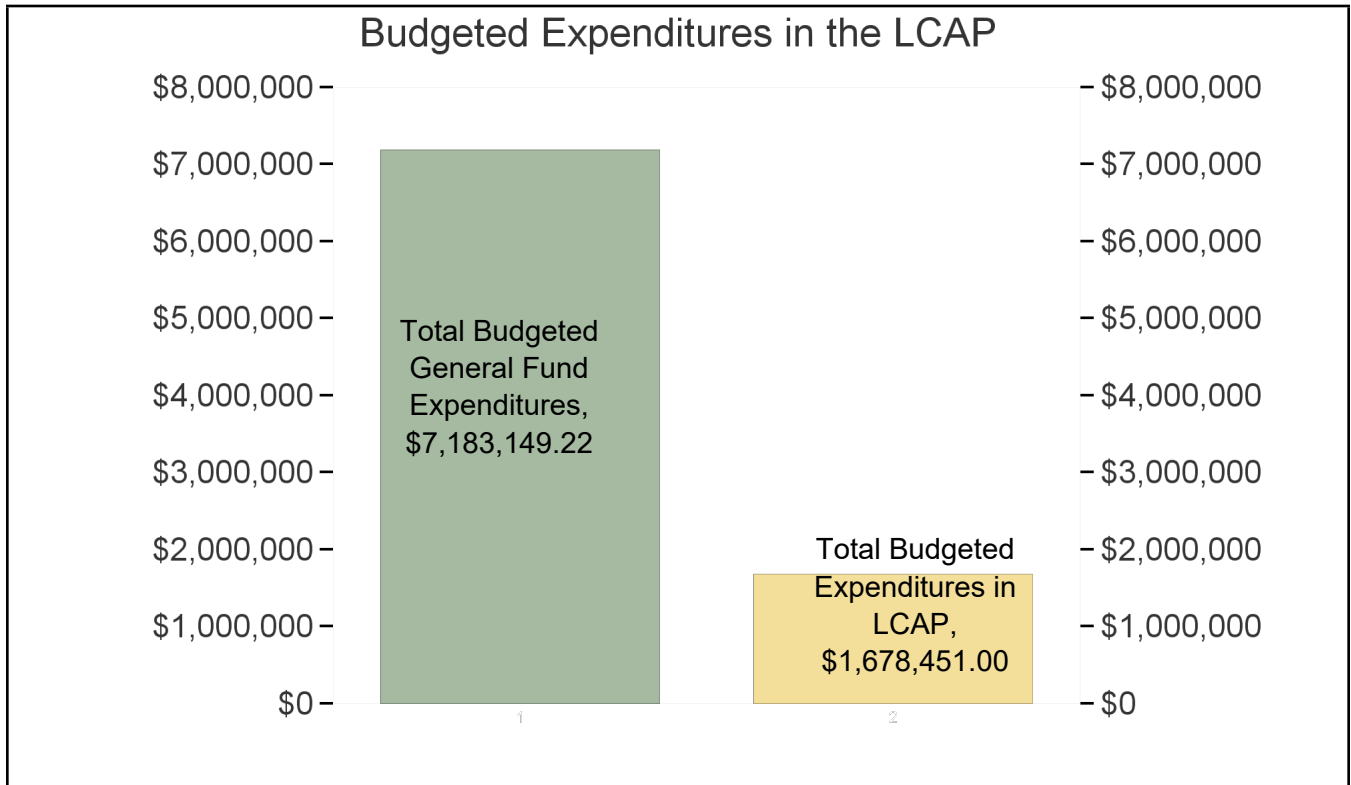


This chart shows the total general purpose revenue Manzanita Public Charter School expects to receive in the coming year from all sources.

The total revenue projected for Manzanita Public Charter School is \$7,231,385.99 of which \$5,330,074.99 is Local Control Funding Formula (LCFF), \$1,034,637.00 is other state funds, \$0.00 is local funds, and \$866,674.00 is federal funds. Of the \$5,330,074.99 in LCFF Funds, \$478,761.00 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.

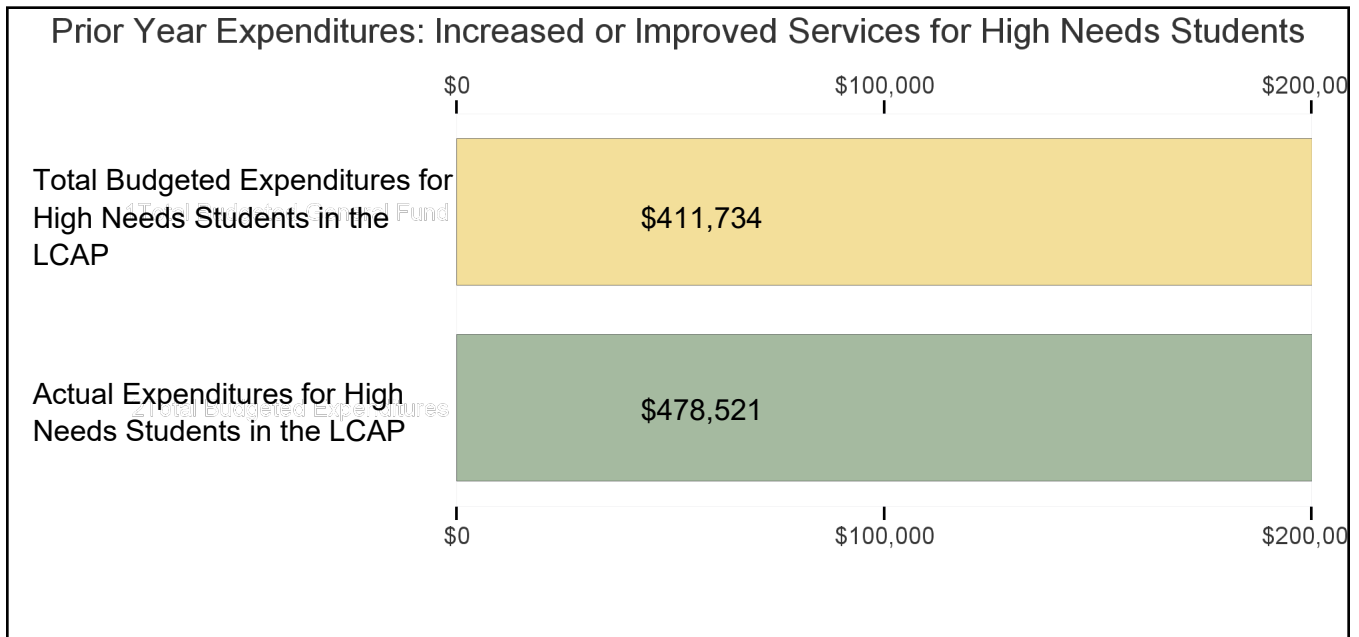
Manzanita Public Charter School plans to spend \$7,183,149.22 for the 2024-25 school year. Of that amount, \$1,678,451.00 is tied to actions/services in the LCAP and \$5,504,698.22 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund budget expenditures not shown in the LCAP are general operating costs such as facilities, leasing, and some contracts with service providers as well as some staff costs.

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

In 2024-25, Manzanita Public Charter School is projecting it will receive \$478,761.00 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 \$478,761.00 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 \$478,521.41 for actions to increase or improve services for high needs students in 2023-24.

<p>Progress (CAASPP), Priority Student Performance and California Assessment of the Mathematics portion of the of "Meets," or "Exceeds," on 05: % of students with scores</p>	<p>baseline will be 50 school year. The CAASPP for the 5019- suspension of the available due to the No current baseline</p>	<p>27.88% did not meet nearly met standards standards 33.19% met or exceeded MATH DATA 38.94% 5050-51 CAASPP</p>	<p>30.89% did not meet nearly met standards standards 33.74% met or exceeded MATH DATA 32.37% 5051-55 CAASPP</p>	<p>MATH DATA 40.8% 5055-53 CAASPP</p>	<p>Board Approved, 6/19/2024 CAASPP standards or exceed MATH 22% or higher will meet</p>
<p>Progress (CAASPP), Priority Student Performance and California Assessment of the ELA portion of the of "Meets," or "Exceeds," on 01: % of students with scores</p>	<p>CAASPP administration results for the 5050-51 outcome line after the established on YEAR 1 baseline will be 50 school year. The CAASPP for the 5019- suspension of the available due to the No current baseline</p>	<p>not meet standards standards 52.00% did 54.78% nearly met exceeded standards DATA 49.20% met or 5050-51 CAASPP ELA</p>	<p>not meet standards standards 50.83% did 54.8% nearly met exceeded standards DATA 48.37% met or 5051-55 CAASPP ELA</p>	<p>DATA 23.0% 5055-53 CAASPP ELA</p>	<p>CAASPP standards or exceed ELA 22% or higher will meet</p>

4	established on YEAR 1 outcome line after the results for the 2020-21 CAASPP administration	standards	standards		
03: Renaissance STAR-Elementary %of 2-6th grade students as meeting or exceeding grade level standards for ELA and Math on the May administration (third trimester) of the STAR assessments for reading and Math, Priority 8	May 2020-21 STAR: Results ELA: 59.9%, MATH: 63%	May 2021-22 STAR results: ELA. 56.8%, MATH 67.9%	February 2023 STAR results: ELA. 55%, MATH. 70%	May 2024 STAR results: ELA. 54.3%, MATH. 57.6%	ELA: 65%; Math: 68%
04: Renaissance STAR- Early Literacy %of TK-1 grade students as meeting or exceeding grade level standards for ELA and Math on the May administration (third trimester) of the STAR assessments for reading and Math, Priority 8	May 2020-21 STAR: Results: Kinder ELA: 62.5%; First ELA: 60.9; First MATH: 76.6; Second ELA: 50%; Second MATH: 33.8%	February 2021-22 STAR-EARLY LITERACY; Kinder ELA 73%; First ELA: 76%; First MATH. 83.2%	February 2022-23 STAR-EARLY LITERACY Kinder ELA 72%; First ELA. 67%; First MATH 82.6%	May 2024 (Spring Testing Window) STAR Results (Grades K-1): Kinder ELA : 64%, First ELA: 55.8%, First MATH: 72.5%	ELA: 63%; Math: 60%
05: % of EL students either moving one level, maintaining their current level for only a second year, and/or meeting reclassification criteria based on the Summative ELPAC. Priority 4	No current baseline available due to the suspension of the Summative ELPAC for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 Summative ELPAC administration.	ELPAC Summative results: Growth from 2020-21 follows: First.: +13; Second: +29; Third: +7; Fourth: +25; Fifth: +15; Sixth: -11	ELPAC Overall Summative Level Results from 2021-22 as follows: MANZANITA STATE of CA: Level 1: 5.97%; Level 1: 19.79%; Level 2: 43.28%; Level 2: 32.57%; Level 3: 41.79%; Level 3: 33.66%; Level 4: 8.96%; Level 4: 13/98%; 1=minimally developed 2=somewhat developed 3=moderately developed 4=English proficient	Level 1: MPC - 3.28%, CA - 20.33%; Level 2: MPC - 40.29%, CA - 29.40%; Level 3: MPC - 37.70%, CA - 33.77%; Level 4: MPC - 18.03%, CA - 16.50%;	60% of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria on the Summative ELPAC

06: % of English Learners reclassified as English Proficient, Priority 4	2019-20 results LEA Overall:	2020-21 Results: 10.2%	2021-22 Results: 1.2%	2022-23 Results: 4.6%	The % of English Learners reclassified (RFEP) =
07: % of targeted support students meeting their site defined growth target TK-6 ELA Reading-making progress to "benchmark" as measured by site reading assessments Trimester essential standards-70% mastery or above MATH Trimester Math essential standards- 70% mastery or above	Due to the impact of COVID-19 on our school schedules and structures in order to provide for distance learning and ultimately, full-time in person learning; interventions were not structured or tracked as in a traditional year. Therefore, baseline data will be set in Year 1.	Due to the continued challenges of COVID-19 and getting back to normal operations, Essential Standards mastery progress was not carefully tracked this school year. Plans are in place to review essential standards for better vertical team alignments and return to this practice during the 22-23 school year.	Due to the continued challenges of COVID-19 and getting back to normal operations, Essential Standards mastery progress was not carefully tracked this school year. Plans are in place to review essential standards for better vertical team alignments and return to this practice during the 23-24 school year.	Due to the continued challenges of COVID-19 and getting back to normal operations, Essential Standards mastery progress was not carefully tracked this school year. Plans are in place to review essential standards for better vertical team alignments and return to this practice during the 23-24 school year.	60% of targeted support students will meet their site defined growth targets.
08: Implementation of the academic content and performance standards adopted by the State Board, Priority 2	The LEA fully implements all California state adopted standards; Common Core ELA and Math; English Language Development; Next Generation Science Standards; History and Social Science; as well as Visual and Performing Arts, and Physical Education.	The LEA continues to fully implement all California state adopted standards; Common Core ELA and Math; English Language Development; Next Generation Science Standards; History and Social Science; as well as Visual and Performing Arts, and Physical Education.	The LEA continues to fully implement all California state adopted standards; Common Core ELA and Math; English Language Development; Next Generation Science Standards; History and Social Science; as well as Visual and Performing Arts, and Physical Education.	The LEA continues to fully implement all California state adopted standards; Common Core ELA and Math; English Language Development; Next Generation Science Standards; History and Social Science; as well as Visual and Performing Arts, and Physical Education.	--
09: How programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic knowledge and English language proficiency, Priority 2	English learners gain academic knowledge and English language proficiency	English learners are given 30-40 minutes of daily EL instruction aligned to Benchmark Advance, the school's board adopted LEA curriculum.	English learners are given 30-40 minutes of daily EL instruction aligned to Benchmark Advance, the school's board adopted LEA curriculum.	English learners are given 30-40 minutes of daily EL instruction aligned to Benchmark Advance, the school's board adopted LEA curriculum.	Maintain
10: Student access and enrollment in all required	Students have access and are enrolled in all	Students have access and are enrolled in all	Students have access and are enrolled in all	Students have access and are enrolled in all	Maintain

areas of study, Priority 7	required areas of study as monitored through Ca Pads and OASIS (SIS)	required areas of study as monitored through Ca Pads and OASIS (SIS)	required areas of study as monitored through Ca Pads and OASIS (SIS)	required areas of study as monitored through Ca Pads and OASIS (SIS)	
11: A broad course of study that includes all the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable, Priority 7	Students have access and are enrolled in a broad course of study including PE, Art, Drama, robotics, engineering, and outdoor/biological science extension classes as monitored through CalPads and OASIS (SIS)	Students have access and are enrolled in a broad course of study including PE, Art, Drama, robotics, engineering, and outdoor/biological science extension classes as monitored through CalPads and OASIS (SIS)	Students have access and are enrolled in a broad course of study including PE, Art, Drama, robotics, engineering, and outdoor/biological science extension classes as monitored through CalPads and OASIS (SIS)	Students have access and are enrolled in a broad course of study including PE, Art, Drama, robotics, engineering, and outdoor/biological science extension classes as monitored through CalPads and OASIS (SIS)	Maintain
12: Programs and services developed and provided to unduplicated pupils, Priority 7	The LEA provides open access for all grade levels to extension and intervention programs as shown in the school master schedule and monitored through CalPads and OASIS (SIS). The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)	The LEA provides open access for all grade levels to extension and intervention programs as shown in the school master schedule and monitored through CalPads and OASIS (SIS). The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)	The LEA provides open access for all grade levels to extension and intervention programs as shown in the school master schedule and monitored through CalPads and OASIS (SIS). The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)	The LEA provides open access for all grade levels to extension and intervention programs as shown in the school master schedule and monitored through CalPads and OASIS (SIS). The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)	Maintain
13: %Teachers are appropriately assigned and credentialed in subject areas, Priority 1	2020-21 rates: 100%	No Williams Acts complaints were made	No Williams Acts complaints were made	No Williams Acts complaints were made	Maintain
14: % Students have sufficient access to standards-aligned instructional materials, Priority 1	2020-21 rates: 100%	No Williams Acts complaints were made	No Williams Acts complaints were made	No Williams Acts complaints were made	Maintain

16: School facilities are maintained in good repair, Priority 1	2019-20 FIT Report Data: MET Standard (some deficiencies- mostly ceiling and floor tiles- O Extreme deficiencies	No Williams complaints were made. An MOU between Lompoc Unified School District and Manzanita Public Charter School was signed in January of 2021, allowing joint work on federal and state facilities grants for a 40 million dollar rehabilitation project currently underway.	PSMI and Prop 51 grants approved and funded. Manzanita rehabilitation project scheduled to break ground in Spring of 2024.	FIT Tool had no deficiencies	Maintain or improve
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Goal Analysis for 2023-24

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

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

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

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

01.03: K-6 Summer SPORTS Program for low-income students - *There was no summer sports enrichment program in the summer of 2023 because all energy and resources shifted focus to implementing a fully operational the after school ELOP program for all unduplicated students.*

01.07: Extended learning days - *The extended learning days have been modified to represent the parameters of the ELOP grant. This includes extended learning support in all subject areas.*

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 liaison 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 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.*

01.05: English Language Development (ELD) Support - *We have at least 2 bi-lingual staff members available for translations and family communication. Mrs. Loung provides an improved program with formative assessments and provides ELA support.*

01.06: Extra Support for Foster/Homeless Students - *The LEA has a homeless liaison that attends SBCEO meeting quarterly to keep up on foster / homeless youth resources in the community.*

01.08: Restructuring Instructional Time-On Site intervention - *This time is built into the school day and is consistent. There are lots of conversations about growth at grade level and sharing ideas.*

01.11: EL professional development - *There has been a significant targeted intervention growth with most scholars. For scholars with stagnant growth we are able to identify and assist them through road maps, SST, and or ItP implementation.*

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.*

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

The following 10 actions had significant differences between the budgeted and the actual expenditures:

Reasons for the difference in budgeted and actual expenditures are:

- 01.02: The amount spent on staffing this time was greater than budgeted.

- 01.03: The amount expended on the summer sports program was \$0.

- 01.05: The translation support proved to be less expensive than budgeted.

- 01.06: Staffing this position cost more than was budgeted.

- 01.07: Because of the ELOP grant the school had more funds to expand this program.

- 01.09: The cost per FTE instructional assistant position was slightly higher than anticipated.

- 01.10: No liaison was staffed due to changing demographics.

- 01.13: The costs of materials was higher than anticipated.

- 01.14: The cost of completing the material revision ending up less than expected.

- 01.16: The amount budgeted in the previous year's LCAP was incorrect. It budgeted for positional salary. The estimated actuals does not include this.

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

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

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

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

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

01.01: Common Assessments for Instruction and Intervention - *WIN time has been highly successful at improving the academic performance of unduplicated students. Evidence of effectiveness: Metric 4.A.2: % meeting standard on CAASPP Math went from 35.4% (21-22) to 40.8% (22-23).*

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

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

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

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

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

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

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

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

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

This goal remains unchanged in the 2024-25 LCAP.

All metrics and actions were modified for the coming LCAP year.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
01: MPCS Chronic Absenteeism %, Priority 5	2018-19 Chronic Absenteeism rates: Chronically absent Socio-economically disadvantaged: 10.9%; Hispanic: 9.7% Students with Disabilities: 10.7% English Learners: 6.1%; White: 6.2%	2020-2021 Chronic Absenteeism Rates; Manzanita 9.8%; Lompoc Unified 18.0%; Santa Barbara County 9.1%; Statewide 14.3%	2021-2022 Chronic Absenteeism Rates: Manzanita 21.6%; Lompoc Unified. 37.4%; Santa Barbara County. 29.8%; Statewide 30.8%.	2022-2023 Chronic Absenteeism Rates: Manzanita 13.8%; Lompoc Unified. 32.2%; Santa Barbara County. N/D%; Statewide 24.3%.	By 2024, MPCS will keep chronic absenteeism to 7% or less
02: Parent opinions around school safety and connectedness, Priority 6	January 2021 Survey results: 92% of parents agree that "their scholar's school is a safe place for their child." 98% of parents agree "Their scholar's school is a supportive/inviting place for children to learn." 100% of parents agree that "Teachers and other support staff go out of their way to help students." 62% of families would like to see continued training	December 2021 Survey results: 87% of families agree that Manzanita is a "very" or "tremendously" safe place for their child. 55% of families agree that it is "useful" or "very useful" to engage in frequent communication with their child's classroom teacher; 87% of families agree that MPCS staff provide excellent support to their scholars in all areas of need;	February 2023 Survey Results: 94.39% of families reported being 'very satisfied' or 'satisfied' with the school 75.79% of families agree that Manzanita is a "very" or "tremendously" safe place for their child 86% of families express confidence in the administration's ability to make safety decisions for their child 91% of families agree that MPCS staff care	February 2023 Survey Results: 94.39% of families reported being 'very satisfied' or 'satisfied' with the school 75.79% of families agree that Manzanita is a "very" or "tremendously" safe place for their child 86% of families express confidence in the administration's ability to make safety decisions for their child 91% of families agree that MPCS staff care	Maintain or improve

	and support in the areas of bullying awareness and action	88% of families express confidence in administration's ability	"tremendously" or a "great deal" for their child 88.6% of families	"tremendously" or a "great deal" for their child 88.6% of families	
03: MPCS suspension rate, Priority 6	2019-20 suspension rates: 3.4%	2020-21 Suspension rates: Manzanita 0.0%; Lompoc Unified 3.8%; Santa Barbara County 6.6%; Statewide 13.8%	2021-2022 Suspension rates: Manzanita. 1.5%; Lompoc Unified. 1.5%; Santa Barbara County .5%; Statewide 1.4%	2021-2022 Suspension rates: Manzanita. 0.8%; Lompoc Unified. 5.3%; Santa Barbara County N/D%; Statewide 3.5%	Maintain or keep below 1%
04: MPCS expulsion rate, Priority 6	2019-20 Expulsion rates: 0.0%	2020-21 Expulsion rates: Manzanita 0.0%; Lompoc Unified 0.0%; Santa Barbara County 0.0%; Statewide 0.0%	2021-2022 Expulsion rates: Manzanita 0.0%; Lompoc Unified 0.0%; Santa Barbara County 0.0% Statewide 0.2%	2022-2023 Expulsion rates: Manzanita 0.0%; Lompoc Unified 0.0%; Santa Barbara County 0.1% Statewide 0.1%	Maintain
05: Efforts the LEA makes to seek parent input in making decisions for the LEA school site	Manzanita administers a bi-annual parent survey. January, 2021 results: 91% of parents agree that "Manzanita seeks their input and communicates well with families" Parent meetings were held monthly, via ZOOM, to discuss fundraising options and other volunteer areas	Manzanita administers a bi-annual parent survey. Parent meetings are held monthly, in person and on ZOOM, to discuss fundraising needs and volunteer ideas. Coffee with the Principal meetings are held on a quarterly basis.	Manzanita administers a bi-annual parent survey. Parent meetings are held monthly, in person and on ZOOM, to discuss fundraising needs and volunteer ideas. Coffee with the Principal meetings are held on a quarterly basis. ParentSquare APP is used to bilingually update parents on all relevant decisions made at the LEA while also seeking input through polls and comments.	Manzanita administers a bi-annual parent survey. Parent meetings are held monthly, in person and on ZOOM, to discuss fundraising needs and volunteer ideas. Coffee with the Principal meetings are held on a quarterly basis. ParentSquare APP is used to bilingually update parents on all relevant decisions made at the LEA while also seeking input through polls and comments.	Maintain or improve
06: LEA promotes parental participation in programs for unduplicated pupils, Priority 3	Monthly parent meetings were held to gather input: School Site Council; Parent/Teacher/School Advisory Board	Monthly parent meetings and school site council meetings were held to review trimester achievement data for all unduplicated pupils.	Monthly parent meetings and school site council meetings were held to review trimester achievement data for all unduplicated pupils.	Monthly parent meetings and school site council meetings were held to review trimester achievement data for all unduplicated pupils.	Maintain or improve

<p>07: LEA promotes parental participation in programs for individual with exceptional needs, Priority 3</p>	<p>All parents, including parents of students with exceptional needs, are annually informed of school practices and are invited to participate in various stakeholder committees including the following: school site council (SSC); The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes. All second grade parents, and other grade level</p>	<p>All parents, including parents of students with exceptional needs, are annually informed of school practices and are invited to participate in various stakeholder committees including the following: school site council (SSC); The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes. All second grade parents, and other grade level</p>	<p>All parents, including parents of students with exceptional needs, are annually informed of school practices and are invited to participate in various stakeholder committees including the following: school site council (SSC); The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes. All second grade parents, and other grade level</p>	<p>All parents, including parents of students with exceptional needs, are annually informed of school practices and are invited to participate in various stakeholder committees including the following: school site council (SSC); The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes. All second grade parents, and other grade level</p>	<p>By 2024, 90% of</p>
<p>08: % of scholars involved and achieving at a 70% or higher level in extension learning classes which support personal passions, happiness, and self awareness, Priority 5</p>	<p>Baseline data will be established in Year 1</p>	<p>100% of all TK-6 scholars participated in a minimum of 135 minutes per week of Art, STEM, and outdoor education extended learning classes which supported personal passions and interests. 94% of scholars achieved a 70% or higher achievement level in these enrichment courses.</p>	<p>100% of all TK-6 scholars participated in a minimum of 135 minutes per week of Art, STEM, and outdoor education extended learning classes which supported personal passions and interests. 97% of scholars achieved a 70% or higher achievement level in these enrichment courses.</p>	<p>100% of all TK-6 scholars participated in a minimum of 135 minutes per week of Art, STEM, and outdoor education extended learning classes which supported personal passions and interests. 97% of scholars achieved a 70% or higher achievement level in these enrichment courses.</p>	<p>scholars will be achieving at 70% or higher in extension learning classes</p>
<p>09: % of scholars who report, via the CA Healthy Kids Survey, to feeling safe and accepted by their peers and adults at school</p>	<p>Baseline will be established in Year 1</p>	<p>67% of scholars report feeling 'very safe' at Manzanita and 25% report feeling "sometimes safe." 91% report feeling accepted by adults and 72%</p>	<p>67% of scholars report feeling 'very safe' at Manzanita and 25% report feeling "sometimes safe." 91% report feeling accepted by adults and 72%</p>	<p>February 2023 Survey Results: 67% of scholars report feeling 'very safe' at Manzanita and 25% report feeling "sometimes safe." 91% report feeling accepted</p>	<p>By 2024, 95% of all scholars will report feeling "Safe" or "Very Safe" and "accepted" by their peers and adults at school.</p>

report feeling accepted by their peers.

report feeling accepted by their peers.

by adults and 72% report feeling accepted by their peers.

Goal Analysis for 2023-24

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

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

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

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

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

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

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

The following are some of the actions with 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. There are weekly office meetings with administration, where absenteeism is evaluated and discussed.*

02.02: Wellness and Social Emotional Programs and Supports - *Improved physical education program / health & wellness that expects scholars to target specific body exercises, less games, more P.E. Scholars notice working as a team more. Less arguig.*

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.*

02.04: Mental Health Services - *We are able to help filter DESSA results and sort and prioritize scholars based on need.*

02.06: Increase school psychologist role - *The psychologist has increased her time to full time to accomodate all sped families and their needs. And we will continue.*

02.07: Update school camera system - *Admin has been able to use cameras to resolve conflicts.*

02.08: Emergency Medical Technician (EMT) and health assistant Stipends - *The maintenance lead obtained and has maintained EMT licensure for overall campus safety.*

02.09: Parent Square Home/School Communication Platform - *Parents and staff have access to important information. Teachers are able to communicate with parents.*

02.10: Provide certificated PE teacher for TK-6 scholars - *WIN time has provided the opportunity for intervention students to get extra targeted support. This*

time has led to growth for these students.

02.12: Increased safety capacity - *The golf cart gets lots of use around campus and fulfills its role.*

Challenges:

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

The following 6 actions had significant differences between the budgeted and the actual expenditures:

Reasons for the difference in budgeted and actual expenditures are:

- 02.01: The cost per FTE position was slightly higher than anticipated.
- 02.03: The DESSA screener cost less than in previous years.
- 02.10: The cost per FTE teaching position was slightly higher than anticipated.
- 02.12: The LEA improperly budgeted for this action in the prior year's LCAP.
- 02.17: The only cost for this action ended up being staff time, which is not accounted for in the action.
- 02.18: The expenditures for this action were significantly higher than what was budgeted.

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

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

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

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

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

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

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

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

02.07: Update school camera system - *We got new cameras and increased camera count and continue to increase cameras in blind spots. Evidence of effectiveness: Metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) went from N/D (22-23) to 85.5% (23-24).*

02.08: Emergency Medical Technician (EMT) and health assistant Stipends - *While the school has not had any extreme emergencies, the knowledge provided by this licensure is helpful when there are small instances that require minor first aid. Evidence of effectiveness: Metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) went from (22-23) to 87.8% (23-24).*

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

02.14: Suspension analysis and intervention - *It's a work in progress. We are currently looking for alternative measures and underlying causes. Evidence of*

effectiveness: Metric 6.A: % on Suspension rate (CA Dashboard, Status) went from 1.5% (21-22) to 0.8% (22-23).

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

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

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

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

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

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

All metrics and actions were modified for the coming LCAP year.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
01: % of teachers participating with instructional coaching will report the support was valuable	Baseline data will be established in Year 1	40% of MPCS teachers participated in instructional coaching with the LEA's part time TOSA and reported satisfaction with mentoring services in the areas of essential standards tracking, reading intervention, and small group instructional practices.	100% of MPCS teachers participated in instructional coaching with the LEA's part-time TOSA and reported satisfaction with the organizational strategies and work collectively conducted in the areas of intervention tracking, grouping, and small group instructional practices.	MPC100% of MPCS teachers participated in instructional coaching with the LEA's part-time TOSA and reported satisfaction with the organizational strategies and work collectively conducted in the areas of intervention tracking, grouping, and small group instructional practices.	95% of teachers participating in instructional coaching will report the support was valuable
02: % of TK-6 instructional staff trained on AVID strategies that focus on organizational skills, note taking, critical thinking, reading skills, and teamwork.	Baseline data will be established in Year 1	All teachers in Grades 3 -6 attended AVID summer institute and attended trainings in the areas of organizational skills, note taking, critical thinking, reading skills, and writing skills.	Most teachers in Grades 3-6 attended AVID summer institute and attended trainings in the areas of organizational skills, note taking, critical thinking, reading skills, and writing skills.	A decision was made to dismantle AVID in the summer of 2022.	by 2024, 100% of TK-
03: % of instructional office staff trained on Microsoft Office Suite platforms	Baseline data will be established in Year 1	0% of instructional office staff attended trainings on Microsoft	0% of instructional office staff attended trainings on Microsoft	MPC0% of instructional office staff attended trainings on Microsoft	6 instructional staff will engage in extensive professional learning on

		Office Suite Platforms	Office Suite Platforms	Office Suite Platforms	AVID strategies and approaches in order to support the reading and writing development of all elementary Special Education, English Learner, and General Education scholars.
04: Maintenance Team OSHA Academy training	Baseline data will be established in Year 1	Maintenance team did not attend OSHA Academy training. The team did attend a 2 day training on snake handling/disposal to assist with removal of these animals from the school campus.	Manzanita's Operational Lead and LEA Superintendent attended the National Facilities Management and Technology Convention. Focus of conference workshops included school safety, facilities management strategies, and enhancing facilities operations with investments in technology, efficient products, and staffing duties.	Manzanita's Operational Lead and LEA Superintendent attended the National Facilities Management and Technology Convention. Focus of conference workshops included school safety, facilities management strategies, and enhancing facilities operations with investments in technology, efficient products, and staffing duties.	By 2024, 100% of
05: % of instructional staff engaged in weekly professional learning community data- driven intervention work (WinTime)	Baseline data will be established in Year 1	100% of instructional staff engaged in weekly professional learning community data-driven intervention work (Win-Time) throughout the school year.	100% of instructional staff engaged in weekly professional learning community data-driven intervention work (Win-Time) throughout the school year.	100% of instructional staff engaged in weekly professional learning community data-driven intervention work (Win-Time) throughout the school year.	office staff will be proficient in all Microsoft Office Suite platforms to more efficiently support daily tasks
06: % of All staff trained in equity and bias principles	Baseline data will be established in Year 1	100% of all staff training in equity and bias Principles.	100% of all staff will continue to receive PD training which focuses on a student centered dynamic. This student centered 'lense' will require understanding and acceptance of all	100% of all staff will continue to receive PD training which focuses on a student centered dynamic. This student centered 'lense' will require understanding and acceptance of all	By 2024, Maintenance operations will be trained in all school safety modules

Goal Analysis for 2023-24

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

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

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

In this goal, 2 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.*

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.*

03.03: Vertical articulation - *This was done for WIN time. At the beginning of each trimester WIN time is revisited and at the beginning fo the school year for al subjects.*

03.05: Microsoft Office Suite training - *Classified staff received training at the beginning of the year on their office tasks including CALPADS, Oasis, etc. Weekly meetings occur with classified office staff and adminisrtation to ensure that ongoing needs of the staff are met.*

03.06: Equity and Bias training - *The PD days and PD throughout the year was based on staff input and needs. It was helpful in improving the quality of instruction and in behavioral outcomes.*

Challenges:

03.02: Professional Consulting, Support Programs - *There are many challenges as there are many resources but heed training is how to meet all needs. We need more strategies for GenEd working with Sped Tier 3.*

03.04: AVID Strategy building - *One challenge is that many new teachers have no WICR training.*

03.09: Classroom peer mentoring - *Finding time in the schedule to do the grade level observations.*

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

The following 6 actions had significant differences between the budgeted and the actual expenditures:

Reasons for the difference in budgeted and actual expenditures are:

- 03.02: The district improperly budgeted for this action in the prior year's LCAP.
- 03.03: The cost per FTE teaching position was slightly higher than anticipated.
- 03.05: This action was completed using in house time and did not require expenditures on outside training.
- 03.07: The safety training cost less than expected.
- 03.08: The action was not started and this had no expense.
- 03.09: The amount spent on staffing this time was greater than budgeted.

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

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

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

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

03.01: Instructional and TIPS coaching - *The actions have proven to be highly effective and created more support for teachers. Evidence of effectiveness: Metric 24.B: ESE Staff Climate Survey % of staff that report high connectedness with school went from N/D (22-23) to 85.8% (23-24).*

03.02: Professional Consulting, Support Programs - *This support is effective, but we continue to find new needs. Evidence of effectiveness: Metric 31.B: CAASPP ELA (SWD) went from 25.9% (22-23) to 28.6% (23-24).*

03.05: Microsoft Office Suite training - *This has been effective in helping the office staff perform at a high professional level. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from (22-23) to 74.5% (23-24).*

03.06: Equity and Bias training - *Raptor training was effective because communication was better, the math workshop was effective. Evidence of effectiveness:*

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

- 03.03: Provide all teachers and instructional support staff with time, protocols, and resources for vertical articulation related to their content areas and standards, with increased emphasis on ELA alignments with writing skills. -

- 03.07: The Maintenance team will participate in a 30 hour safety certification training -

- 03.08: John Hattie training for all teachers to develop appropriately high, challenging expectations for scholars and to further determine what a year's growth for a year's input looks like. - *Effectiveness cannot be measured because the action was not started.*

- 03.09: Classroom teachers will be scheduled to visit different grade level classrooms to observe best peer practices. Collaborative feedback from visits will be shared during PD sessions. - *Effectiveness cannot be measured because the action was not started.*

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

This goal was changed in the 2024-25 LCAP. The new goal reads as follows: *Maintain high levels of parent, family and community engagement with the schools by meeting the needs of the community through the expansion to 7th and 8th grades as well as the Facilities Enlargement and Modernization Plan and through other avenues.*

All metrics and actions were modified for the coming LCAP year.

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