

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manzanita (Charter) Middle School	Chantel Caldwell, Principal	caldwell@manzy.org 510-222-3500

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Membership attendance at quarterly meetings and presence on campus during the school day.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities: 3, 4, 5, 6

Annual Measurable Outcomes

Expected	Actual
60% attendance	62%

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Bring back student fairs for quarterly meetings and add refreshments.	\$3,500	\$1,350

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Attendance to our first two quarterly membership was high because we planned the meetings around other school events, invited Latina Center to set up a booth a speak, and provided food and refreshments. Unfortunately, due to COVID-19 school closures and the overall impact the pandemic on our stakeholders and community, families were less engaged.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment, such as face masks	\$2,000	\$620	Y
Environmental safety equipment, such as plexiglass and handwashing stations	\$5,000	0	Y
Disinfecting Materials, such as disinfectant, spray bottles, gloves, and paper towels	\$3,000	\$1,300	Y
Signage, Posters, and Floor Decals to maintain social distancing	\$1,000	\$500	Y
Staffing, such as increased custodial services	\$5,000	\$4,500	Y
Train staff in health and safety practices	\$2,000	0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

n/a

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to our county having disproportionately more COVID-19 cases than others, and particularly our city, we were not able to offer in-person instruction until the last couple of months of school. Once we were able open for in-person learning, we were able to offer the option to ALL students. We initially had more families committing to returning, but this changed for various reasons, and we ended up with about a fourth to a third of our students attending in-person classes. In response, we decided to approach our summer program with a high focus on activities that integrated SEL and would foster student engagement; we currently have almost half of our student body registered for some or all our summer school program.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology for students and staff (e.g., Chromebooks, hotspots, and microphones)	\$15,000	\$17,400	Y
Additional staffing support (e.g., special education, mental health, clerical, and other individualized student needs)	10,000	\$11,700	Y
Instructional materials (e.g., supplies, books, and digital licenses)	2,500	\$2,780	Y
Professional Development and Training	\$7,000	\$1,540	Y
Engagement Resources (e.g., guest speakers, art supplies, project resources)	1,500	\$1,050	Y
Purchase of additional technology and assessment tools for remote testing, counseling services, and special education services	10,000	\$16,200	Y
Social Emotional Learning resources, programs, and supports	15,000	\$23,000	Y
Increased digital programs and/or access to programs	5,000	\$3,100	Y
Materials and resources for expanded parent communication, student learning packets, and other printing	5,000	\$1,100	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

n/a

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: All our adopted curricula are accessible digitally, so teachers were able to continue using the same rigorous curricula and programs while providing instruction through distance learning. We also either provided or offered physical copies of work, books, and supports to students. Challenges with this element of our distance learning program were caused primarily by unforeseen technological issues (both with students and teachers), supporting students with diverse learning needs, and creating quality opportunities for collaborative learning.

Access to Devices and Connectivity: All our students were issued Chromebooks, packets of school supplies, headphones, personal whiteboards for engagement, course textbooks and novels, and work packets. As needed, we provided new Chromebooks, supplies, chargers, and hotspots.

Pupil Participation and Progress: Many students were impacted by the modified learning environment, and we did struggle with several aspects of this distance learning element. For example, students were extremely reluctant to turn their video cameras on or verbally answer questions in their virtual classrooms. In addition, we used multiple forms of assessments (e.g., formative, screening, diagnostic, progress monitoring, etc.), but we still felt that most of our data was not consistently reliable due to factors created by the virtual classroom setting (e.g., home environment; access to technology, people, apps for assistance in answering questions; etc.).

Distance Learning Professional Development

Staff Roles and Responsibilities

Support for Pupils with Unique Needs

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Social Emotional Learning curriculum and materials	\$5,000	\$6,000	Y
Increased instructional curriculum and resources to support Tier 2 and Tier 3 interventions	10,000	\$13,000	Y
Increased working hours for staff to provide smaller classes, including Tier 1 classes	5,000	\$8,500	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to the challenges during COVID closures and not being able to open our campus until the end of the school year, we needed to provide additional supports to our students to mitigate possible learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Manzanita was well prepared to deliver online instruction to students and teachers had access to standards aligned curricula that was either formatted or adaptable for online learning environments. In addition, we issued Chromebooks to every student, including hotspots for students without adequate access to highspeed internet at home, along with a set of school supplies to support at-home learning.

Many of our students were willing to take our math and ELA screening and progress monitoring assessments, so we were able to decently track progress and/or learning loss. We assigned a tier two math class to all students with the expectation that they would engage in a daily 30 minutes with our supplemental math program (Imagine Math and Imagine Math Facts). The program has three levels of instructional support, including support from a live math specialist. In addition, we added in additional reading time for students and a designated ELD class for students classified as English Learners.

Despite our best efforts to provide adequate support, our challenges centered around circumstances that were often beyond our control (e.g., students responsible for babysitting several siblings during classes, students turning off cameras and not engaging in classes, etc.).

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Manzanita's mental health support was provided through a SELPA recommended and approved consultant company. Even though we had services available to students, and even notified students 13+ that they could self-sign without parent permission, students were apprehensive about meeting with a counselor because a parent or other family member would potentially be able to overhear any discussion. Even when we reopened for in-person learning, most of these students did not return, which caused a lot of concern. Students identified (self or by a staff member) for possibly needing these services did not change their minds, even though we reached out many times to these students offering services.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We used a mix of outreach tools: OneCall, text, email, Class Dojo, etc.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Families were reluctant to pick-up school lunches because we distributed them weekly. Most families also opted for pick-up locations that were more accessible to their homes as the district was distributing lunches to all students, regardless of their enrollment.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
N/A	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-22 LCAP.

As staff and families continue to discuss reflections and goals, we have observed several common themes that have considered in our planning for next school year. First, we are planning for a strong, in-person program with smaller class sizes, two flex periods (ELA and Math), after school tutoring, and structured social activities. In addition, we will need to remain flexible and effectively use data to modify tier two classes and other supports.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-22 LCAP, especially for pupils with unique needs.

Manzanita will either continue using the Imagine Learning Galileo ELA assessment or switch to the HMH Reading Inventory and Phonics Inventory for initial screening and diagnostic data, as well as on designated days throughout the year to monitor progress of

students. Students with unique needs will be prioritized for support in the learning center, support with an instructional aide, and for expanded learning opportunities.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

[Add text here]

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Since Manzanita is a charter school that receives a one-year budget, we could develop a plan with goals for the upcoming school year. Manzanita has made great strides in increasing academic achievement, but clearly needs to remain focused on fostering academic achievement in ELA and math as most of our students perform below grade level.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manzanita Charter Middle School	Chantel Caldwell, Principal	caldwell@manzy.org 510-222-3500

Plan Summary [2021-2022]

General Information

A description of the LEA, its schools, and its students.

Manzanita Charter Middle School serves approximately 125 students in sixth, seventh, and eighth grades located at 461 33rd St., Richmond, CA 94801. Manzanita is a small parent-cooperative school where families and teachers work together to create the best possible learning environment for their children. Manzanita was the first charter school in the district and has been operating since September of 2000.

Mission Statement: Manzanita Charter Middle School places a strong emphasis on an academic curriculum, taught within a secure and safe community in which all students belong and feel that they are "part of a family."

Manzanita Middle

DISTRICT:
 Contra Costa County Office of
 Education
SCHOOL ADDRESS:
 461 33rd St.
 Richmond, CA 94804
SCHOOL WEBSITE:
<http://www.manzy.org>

RACE/ETHNICITY

BLACK OR AFRICAN AMERICAN	5.9%	AMERICAN INDIAN OR ALASKAN NATIVE	0%
ASIAN	0%	FILIPINO	0%
HISPANIC OR LATINO	86.6%	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0%
WHITE	5%	TWO OR MORE RACES	2.5%

STUDENT GROUP

SOCIOECONOMICALLY DISADVANTAGED	72.3%	ENGLISH LEARNERS	35.3%
STUDENT WITH DISABILITIES	13.4%	FOSTER YOUTH	0%
HOMELESS	0.8%		

CDS CODE:
 07-10074-6118368
YEAR:
 2019-2020

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Reflections: Successes

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

1. **English Learner Progress:** According to the pre-COVID California Dashboard, Manzanita's ELs are progressing toward English Fluent Proficient at a higher rate than the state, district, and neighboring schools.
2. **Safety:** Manzanita has sustained a safe campus, as indicated on the California Dashboard for low suspension rates. In addition, student survey responses indicate that 95% of students feel safe at school.
3. **Student Achievement:** According to prior years (pre-COVID) CAASPP ELA and Math results and internal data, on average, Manzanita students are progressing one or more grade levels in ELA and math per school year.
4. **Standards Aligned Curriculum:** Manzanita adopted and is implementing research based, CCSS aligned curricula in all of its core class. In additions, Manzanita adopted and is implementing research-based reading and math intervention programs and has flexibility in its school schedule to implement MTSS.
5. **Least Restrictive Learning Environment:** Manzanita's Special Education population has continued to increase the past couple of years. Currently, approximately 13% of students have IEPs. Manzanita has successfully maintained inclusive practices and all students have access to our Learning Center. Thus, students identified as having disabilities are almost always working in an environment with general education students. This creates an optimal learning experience for all students.
6. **Parent Engagement:** As designed from its initial charter in 2000, Manzanita maintains a parent-elected, parent-run governing school board. As such, stakeholders have an active voice in the overall program and policies of their students.
7. **Broad Range of Study:** Manzanita has sustained Wheel Electives and STEAM for all students. Wheel classes have historically included music, ASL, Mandarin, and art. In addition, Manzanita has added Leadership and Yearbook as an elective course. Art is also integrated in all core classes. Manzanita continues to integrate study trips as an integral part of its program.
8. **Facilities:** New flooring was installed in 6th grade wing. In addition, we've added additional sports equipment (e.g., outdoor basketball hoops, tether ball, etc.).
9. **Manzanita has hired a new IT consultant to help with security and connectivity issues. He will also continue to provide support to staff and families as needed.**
10. **Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?**

Reflections: Identified Need

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

1. **Mental Health Resources:** Manzanita partnered with Familias Unidas for on-site mental health services prior to the COVID-19 school closures. During the school closures, Manzanita hired consultants through a preferred vendor through our SELPA. As we transition back to in-person learning in the fall, Manzanita will need to expand these services to address mental health concerns, student trauma experiences, social pressures typical to teens at our school as well as support for any new concerns following a year of COVID-19 school closures.
2. **Facilities:** Manzanita needs a new gym floor and a second water fountain.
3. **Bilingual Personnel:** Most of Manzanita's parents/guardians speak Spanish as their primary language. Currently, we are seeking to hire an office manager or secretary who is fluent in Spanish. Most of Manzanita's staff continuously works on becoming fluent in Spanish, but still have limited acquisition.
4. **Academic Performance:** Though students attending Manzanita tend to progress in both ELA and math, students are still performing significantly lower than grade level proficiency (according to the California Dashboard indicators). Math scores are significantly lower than ELA scores. Most incoming students enroll several years below grade level proficiency. In math, the overall indicator is orange; Socioeconomically disadvantaged students are indicated as red; English Learners are indicated as orange; Hispanic/Latino students are indicated as yellow. In ELA, all students and each subgroup is indicated as orange. In addition, Manzanita will need to address any possible learning and teaching loss caused by the COVID-19 school closures.
5. **Cell Phones:** Students are constantly distracted by their phones and social media. After implementing a No Cell Phone policy this year, prohibiting students from using their phones during school hours, students exhibited heightened levels of anxiety, significant increases in restroom usage (to access their phones), and behavioral changes. Phones and social media continue to be a root cause of problems among students.
6. **Tardiness:** After implementing the NO Cell Phone policy, students began being late to class. For the most part, this is largely attributed to not having immediate access to the time.
7. **Chronic Absenteeism:** Though Manzanita has lower rates of Chronic Absenteeism as indicated on California School Dashboard, Chronic Absenteeism is still a concern.

LCAP Highlights

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

In consideration of stakeholder feedback, data analysis, prioritized needs, Manzanita will focus on two broad goals:

1. Improve student engagement and rebuild school culture.
2. Support students academically, specifically in ELA and mathematics.

To adequately support these goals, we have identified several metrics and actions for each.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

We have continually engaged with stakeholders through sharing information, collaborating, gathering input, membership meetings, staff meetings, conversations (pick-up/drop-off days), and parent governed board meetings. Manzanita is governed by a parent-elected, parent-run school board and parents are engaged in all decision-making throughout the year.

A summary of the feedback provided by specific stakeholder groups.

Parents: Most parents were interested in increased support for ELA and math, including expanded learning opportunities. They were also interested in improving engagement and attendance as well as increased SEL support.

Students: Students wanted more extracurricular and engagement opportunities.

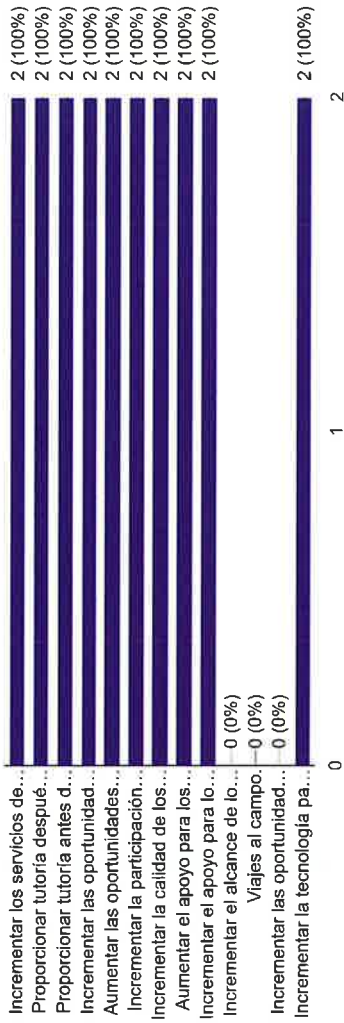
Staff: Agreed with parents and students, recommending that academic support and SEL be increased for both during and after school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Below are some of the results from our stakeholder survey that helped prioritize our goals and determine strategic actions.

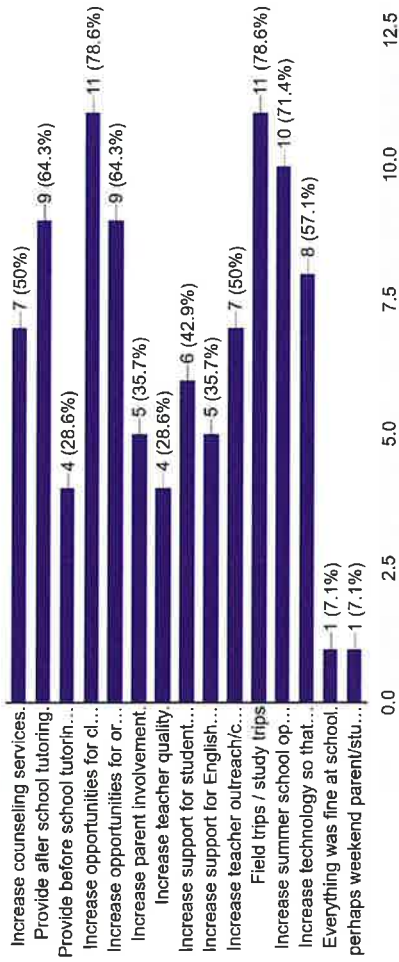
¿Cuáles de las siguientes opciones son más importantes para ti? (Seleccione todos los que correspondan).

2 responses



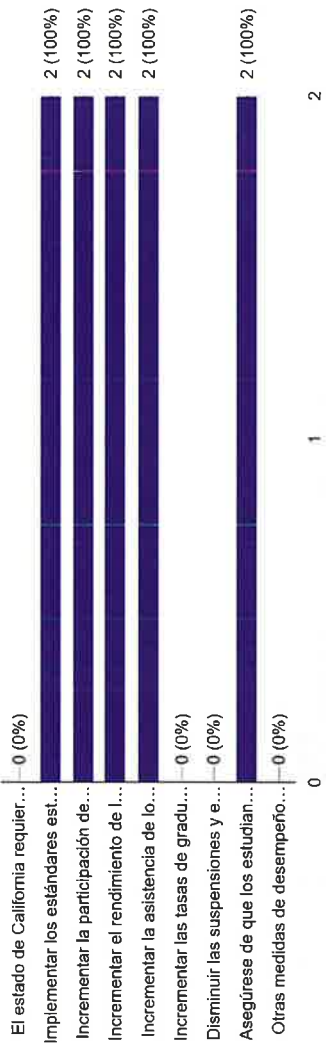
Which of the following are most important to you? (Select any and all that apply.)

14 responses



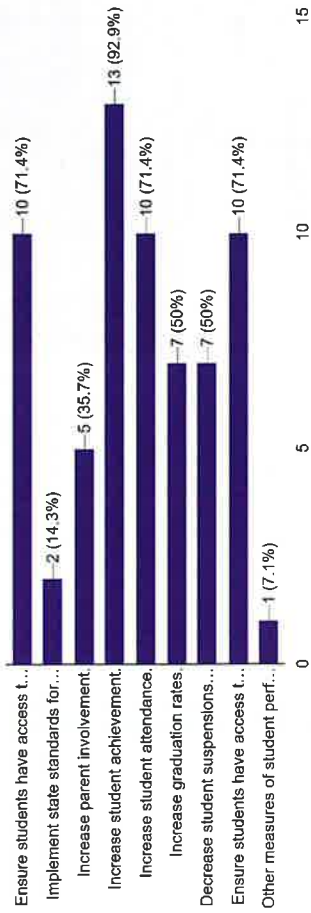
El estado de California requiere que las escuelas den prioridad a ocho elementos del programa escolar. De los ocho que se enumeran a continuación, ¿cuáles son los más importantes para usted?

2 respuestas



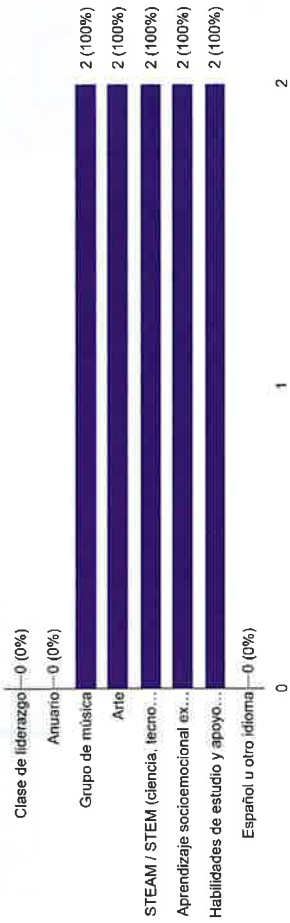
The state of California requires schools to prioritize eight school program elements. Of the eight listed below, which are the most important to you?

14 responses



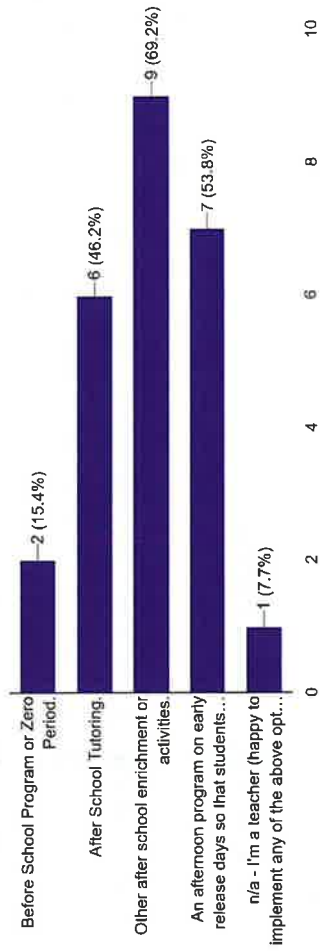
¿Qué clases de enriquecimiento le gustaría que estuvieran disponibles en Manzanita?

2 responses



If available, which services would you enroll your student?

13 responses



Goals and Actions

Goal

Goal #	Description
1	Improve student engagement and rebuild school culture.

An explanation of why the LEA has developed this goal.

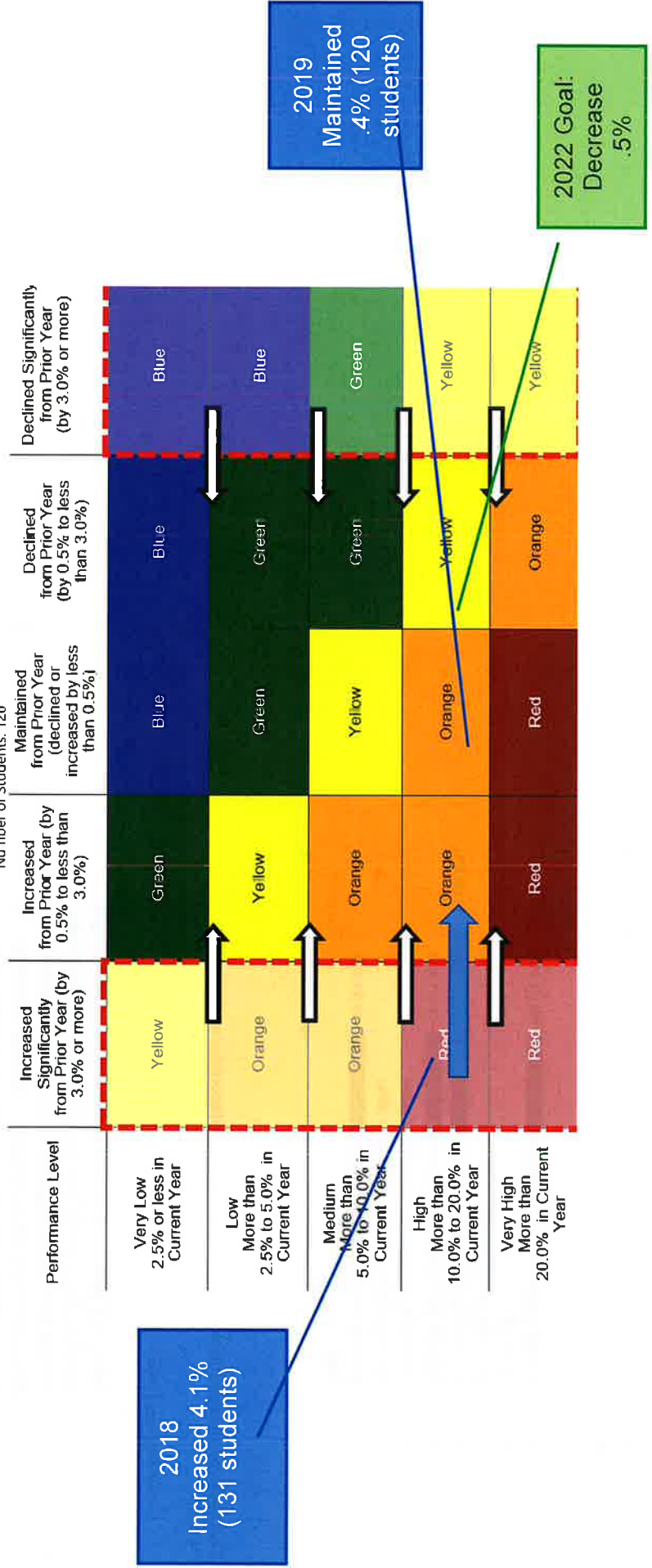
- In 2019, the chronic absenteeism rate was maintained at .4% of 120 students (chronic absenteeism = 10% or more instructional days). Research indicates a direct correlation between academic achievement and attendance, so engaging students and decreasing chronic absenteeism is critical.



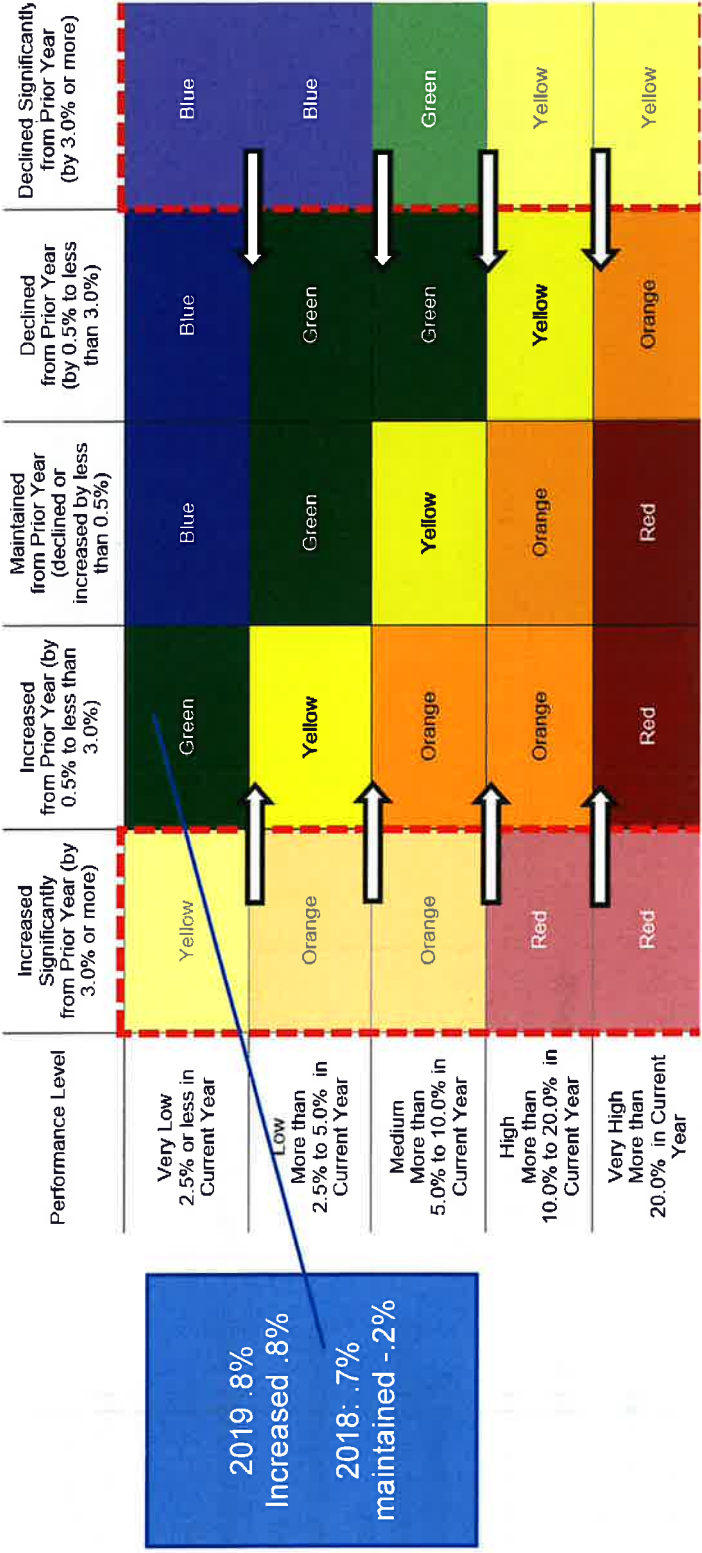
Orange

13.3% chronically absent
Maintained 0.4%

Number of Students: 120



2. Manzanita is known for its safety, as indicated by the suspension rate on the California School Dashboard. Thus, the goal would be to maintain a green or blue status. Considering that the .8% gain was based on 120 students; we currently have approximately 72 students enrolled for the 2021-2022 school year, one suspension would increase our percentage rate by 1.4% (green) and two students by 2.8% (yellow). Manzanita is committed to continue with fully implementing out alternative discipline program, using suspension only when necessary, so the purpose of allowing for an increase in this is only to account for the low enrollment (including the possibility for fewer than the projected 72 students).



2019: .8% Increased
2018: .7% maintained
-.2%

- Students tend to be more engaged when they have a broad range of classes and not strictly grade level core required classes. Manzanita has consistently offered a STEAM or technology-based class to all its students and will continue to do so in 2021-2022. STEAM also helps prepare students for 21st century learning as well as College and Career.
- Manzanita will stay committed to maintaining a 0% expulsion rate.
- A safe learning environment is not only central to Manzanita's school mission, but also an essential element in fostering academic achievement. Students who feel safe are more likely to attend school regularly and remain engaged in their classes, thus student perception of safety must be considered.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2021-2022
1. Engagement: Chronic Absenteeism (Data Source: California School Dashboard; Chronic Absenteeism Indicator)	2019: 13.3% // maintained .4% **ORANGE**		n/a 1-year charter budget	n/a 1-year charter budget	Decline .5% // 12.8% YELLOW
2. Safety: Suspension Rate (Data Source: California State Dashboard; Suspension Rate)	2019: .8% // maintained .1% **GREEN** California Dashboard		n/a 1-year charter budget	n/a 1-year charter budget	2.8% or less **YELLOW or GREEN or BLUE**
3. Broad Range of Study & Engagement: # students w/ STEAM Class (Data Source: local data)	2020-2021 100%		n/a 1-year charter budget	n/a 1-year charter budget	100%
4. Safety: Expulsion Rate (Data Source: California School Dashboard)	2020-2021 0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2021-2022
5. Other Local Measures: Students perception of safety on campus. (Data Source: Student Culture Survey)	2020-2021 90% of students perceive Manzanita as safe or very safe				Maintain 90% or more of students indicating that they perceive Manzanita as safe or very safe on student survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase enrichment and extracurricular activities	We will increase activities that engage students, such as lunch games, incentives, Manzy Money (privileges & prizes), sports and clubs, guest speakers, study trips, dances, etc.	\$3,000	No
2	SEL	Increase support through updated EL ELA curriculum and increase structured social activities (Nobody Eats Alone, lunch activities, clubs, etc.). Also, provide professional development on SEL and trauma-informed teaching practices.	\$15,000]	No
3	School Climate	Next year, the master schedule will be created to have our PE teacher/Athletic Director take on the additional role of Assistant Principal. He will support administration with daily operational logistics, as well as support implementation and monitoring of our alternative discipline program.	\$10,000	No
4	Course Access/Broad Range of Study	We will provide each student with enrichment opportunities in a daily STEAM class.	\$10,000	No
5	Parent Involvement and Outreach	We will build on PD provided in 2020-2021 regarding chronic absenteeism by creating a proactive, preventive approach. At our annual orientation and Back-to-School events, we will begin by informing parents of the significant impact chronic absenteeism has on academic performance. Additionally, we will be diligent about notifying parents of cumulative absences once students reach 5 in the year and initiating an SST for any student with 10 absences.	\$8,000	No

Action #	Title	Description	Total Funds	Contributing
6	STEAM	Full-time FTE for STEAM, curriculum, and materials.	\$95,000	
7	Community Partnerships	Continue to build relationships within the community to provide families with resources for mental health, parenting support, etc.	\$3,000	
8	Counseling Services/Mental Health	Provide at-risk students with counseling services.	\$10,000	
9	Small Class Sizes	Smaller classes allow for teachers to establish a safe learning environment as well as more frequent opportunities for student engagement and personalized support.	\$10,000	

Goal Analysis [21-22]

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.

n/a

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

n/a

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.

n/a

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

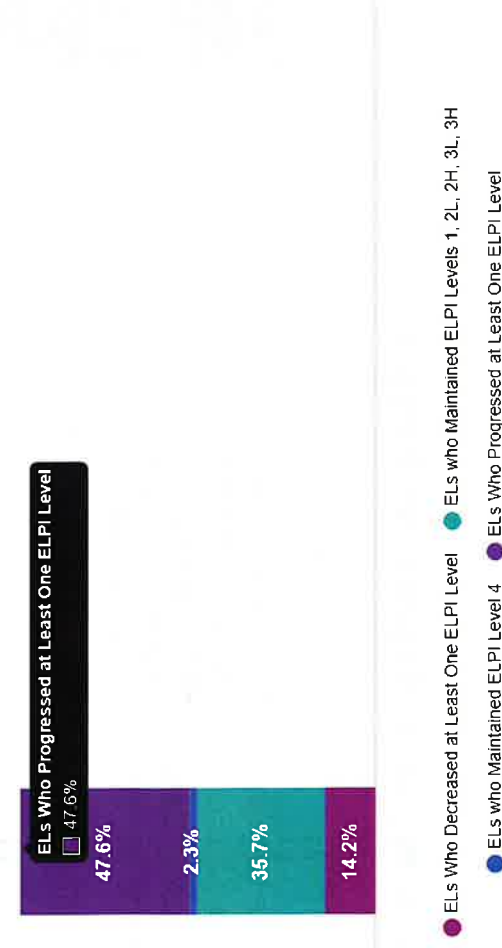
Goal

Goal #	Description
2	Support students academically, specifically in ELA and mathematics.

An explanation of why the LEA has developed this goal.

Even though this is a goal every year at Manzanita, we believe that following a year of distance learning caused by mandated COVID school closures we will need to increase our supports to mitigate any potential loss of learning and/or instruction.

1. 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.



Manzanita has historically demonstrated a strength in supporting English Learners and will continue to add support accordingly as almost half of our students are currently classified as English Learners. Since we did not have an ELPAC last year and we do not have the results for this year's ELPAC (and not all students took the assessment, despite our best efforts), we will be using our universal screening and progress monitoring assessments to measure progress.

2 & 3. English Language Arts—Since the most recent data is from the 2018-2019 school year of students no longer at Manzanita, Manzanita will instead use a local assessment to measure progress in academic achievement. Prior years indicate that students at Manzanita needed increased support to meet grade level standards. In addition, the recent COVID school closures may have impacted progress, so an emphasis on added support in ELA and math is imperative.



Orange

48.5 points below standard

Maintained -0.9 Points

3.Math



91.3 points below standard

Maintained 2.9 Points

4. n/a

5. Teachers credentialed for core classes and teachers appropriately assigned:

6. Standards Aligned Materials for each student:

7. School Facilities:

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2021-2022
1. English Learner Progress (Data Source: Galileo or Reading Inventory)	TBD by BOY Imagine Learning Galileo or HMH Reading Inventory—Universal Screening and Progress Monitoring Assessments		n/a 1-year charter budget	n/a 1-year charter budget	45%-55% demonstrate progress (metric for “progress” TBD based on assessment)
2. Other Local Indicator: ELA Students showing improvement (Data Source: either Galileo or Reading Inventory)	TBD with beginning of year screening assessment		n/a 1-year charter budget	n/a 1-year charter budget	Imagine Reading’s Galileo or HMH’s Reading Inventory End of Year Student Assessment Data: metric to TBD based on assessment chosen.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2021-2022
3. Other Local Indicator: math assessments Students showing improvement (Data Source: Imagine Math)	TBD with beginning of the year screening assessment		n/a 1-year charter budget	n/a 1-year charter budget	End of year Imagine Math Assessment Results
4. The following metrics do not apply to Manzanita Middle School: High School Dropout Rates & High School Graduation Rates	n/a (serve only grades 6-8)		n/a 1-year charter budget	n/a 1-year charter budget	n/a
5. Credentialed Teachers (in core classes) and Appropriately Assigned Teachers (Data Source: SARC)	2020-2021		n/a 1-year charter budget	n/a 1-year charter budget	100%
6. Standards Aligned Instructional Materials % of students with access to their own standards-aligned instructional materials (Data Source: SARC)	2020-2021 100% have access		n/a 1-year charter budget	n/a 1-year charter budget	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2021-2022
7. School Facilities Status: Good Data Source: SARC and County FIT)	2020-2021 Overall FIT Score: Good Repair		n/a 1-year charter budget	n/a 1-year charter budget	Overall FIT Score: Exemplary or Good Repair Status

Actions

Action #	Title	Description	Total Funds	Contributing
1	Internet Access (campus)	IT consultant will update our internet and security, expanding access points so that all areas used on campus for instruction/learning will have adequate connectivity. Improved access will ensure staff and students have safe and adequate access to internet supported programs and resources. In addition, connectivity is imperative to successfully prepare students for college or career as well as to build critical 21 st century skills.	\$10,000	
2	1:1 Students-Chromebooks and hot spots (as needed)	To access certain components to curricula, programs, and resources, students need access to a computer/Chromebook.	\$28,000	[Y/N]
3	Classroom Chromebooks	We will need to have class sets of Chromebooks as well as replacement Chromebook for students and classrooms.	\$15,000	[Y/N]
4	English 3D and Language Launch	Manzanita will implement a program that is researched-based and especially effective in supporting English learners.	\$5,000	
5	Clever	Our IT consultant is going to sync our internet-based programs with Clever to create easier access for both students and parents. Our goal is to ensure that parents have another platform for communication and to support learning at home. In addition, by having only one login name and password, students will be less likely to forget or lose their login information.	\$10,000	

Action #	Title	Description	Total Funds	Contributing
6	Decrease teacher-student ratio	We will design a master schedule that either allows for a second teacher to push-in for support in math and ELA and/or decrease the number of students in classes.	\$100,000	
7	Tier 2 Math & ELA Support	Manzanita's master schedule will include flex periods to ensure all students requiring additional support in ELA and math have access to that support. Also, students will have access to supplemental ELA and math programs/supports.	\$50,000	
8	Assessments—Screening and Progress Monitoring	Imagine Learning or HMH Reading Inventory	\$5,000	
9	After School Tutoring	Families demonstrated a lot of interest in increased opportunities for math and ELA.	\$5,000	

Goal Analysis [2021-2022]

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.

n/a

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

n/a

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.

n/a

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10%	\$140,000

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Manzanita analyzes aggregate and disaggregate data regularly, ensuring that the LCAP is developed to prioritize the needs of students who meet the criteria of Foster Youth, English Learners, and Low-Income Students. As we provide all our students with supports and resources needed, we monitor increased needs for the aforementioned populations of students. As such, we will provide additional resources to ensure equitable access. For example, Manzanita issued each student a Chromebook last year, but also provided students high-needs students with high-speed hotspots to ensure they had adequate Wi-Fi access.

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

Many, if not most, of our English learner and low-income students do not have computers/Chromebooks in their homes, which creates a significant equity concern. By ensuring these students can bring a device home to support learning and access the curricula, programs, intervention programs, and learning resources that are only available online, we ensure that we are increasing improvement by 10%.



Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the **most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

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- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
 - **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
 - **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

