

LCFF Budget Overview for Parents

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

CDS Code: 42 69229 0116921

School Year: 2022-23

LEA contact information:

Suzanne Nicastro

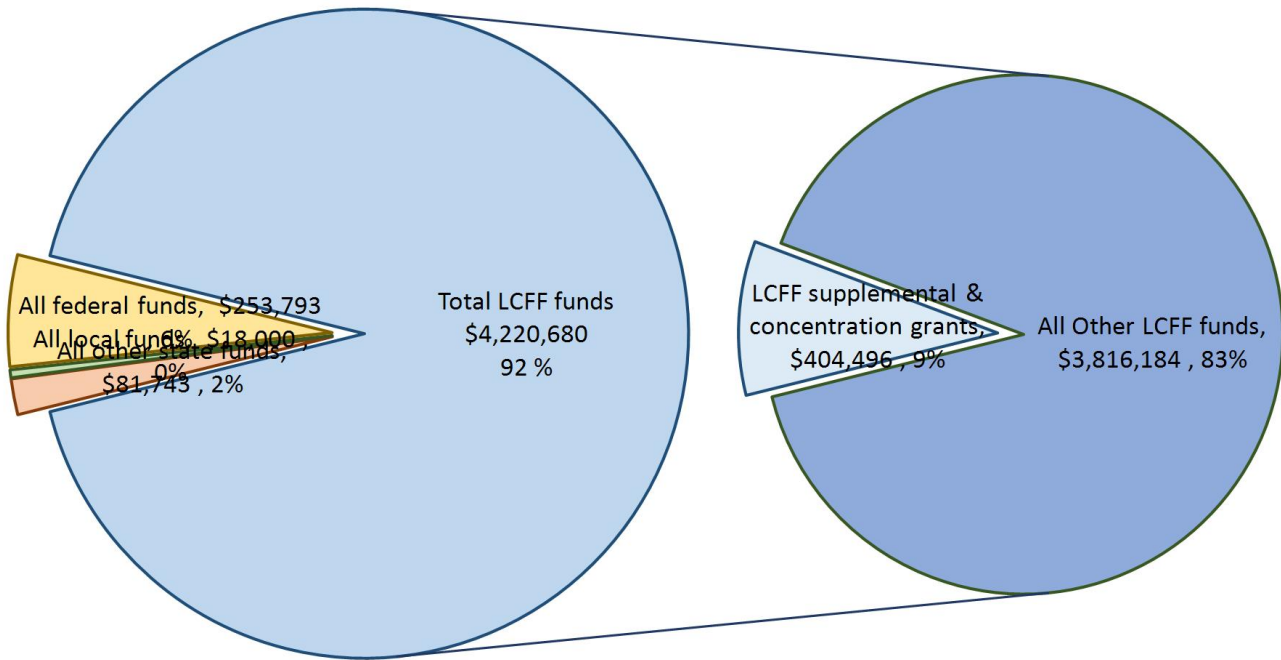
Superintendent/Principal

(805) 734-5600

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



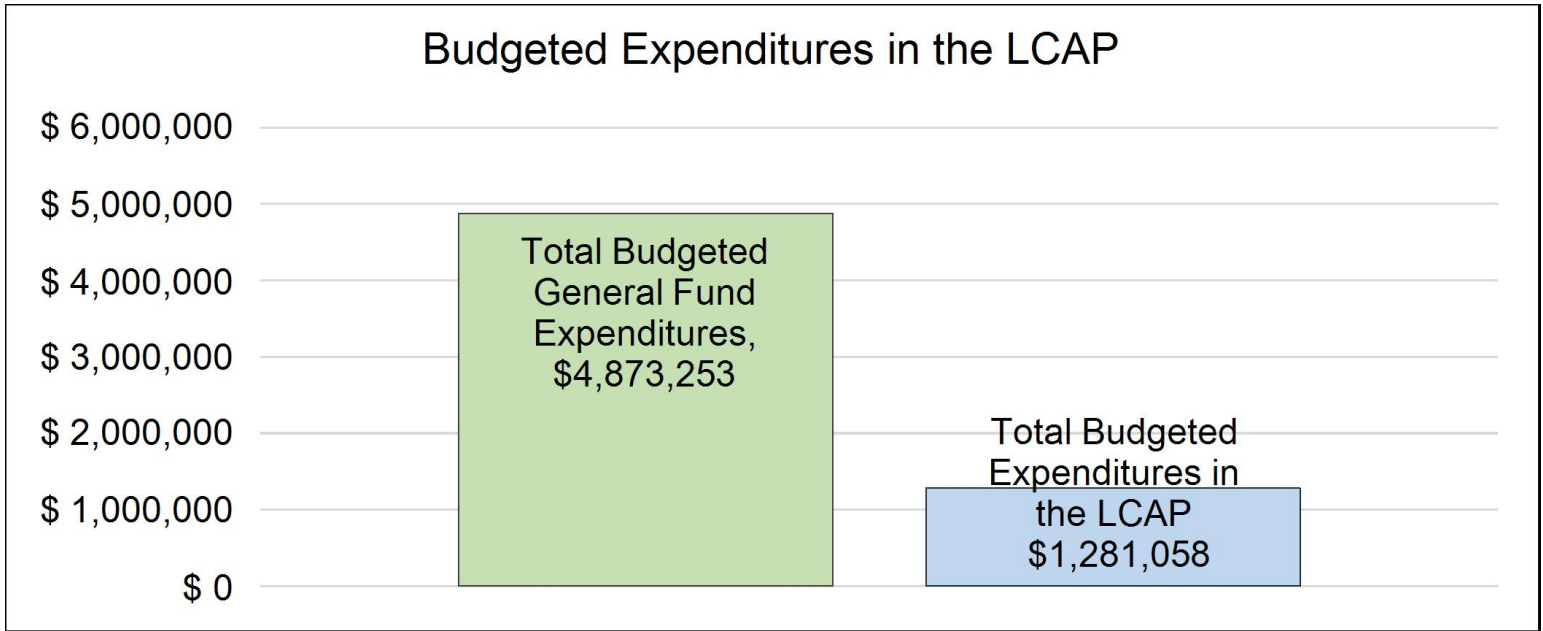
This chart shows the total general purpose revenue Manzanita Public Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Manzanita Public Charter School is \$4,574,216, of which \$4,220,680 is Local Control Funding Formula (LCFF), \$81,743 is other state

funds, \$18,000 is local funds, and \$253,793 is federal funds. Of the \$4,220,680 in LCFF Funds, \$404,496 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Manzanita Public Charter School plans to spend \$4,873,253 for the 2022-23 school year. Of that amount, \$1,281,058 is tied to actions/services in the LCAP and \$3,187,699 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

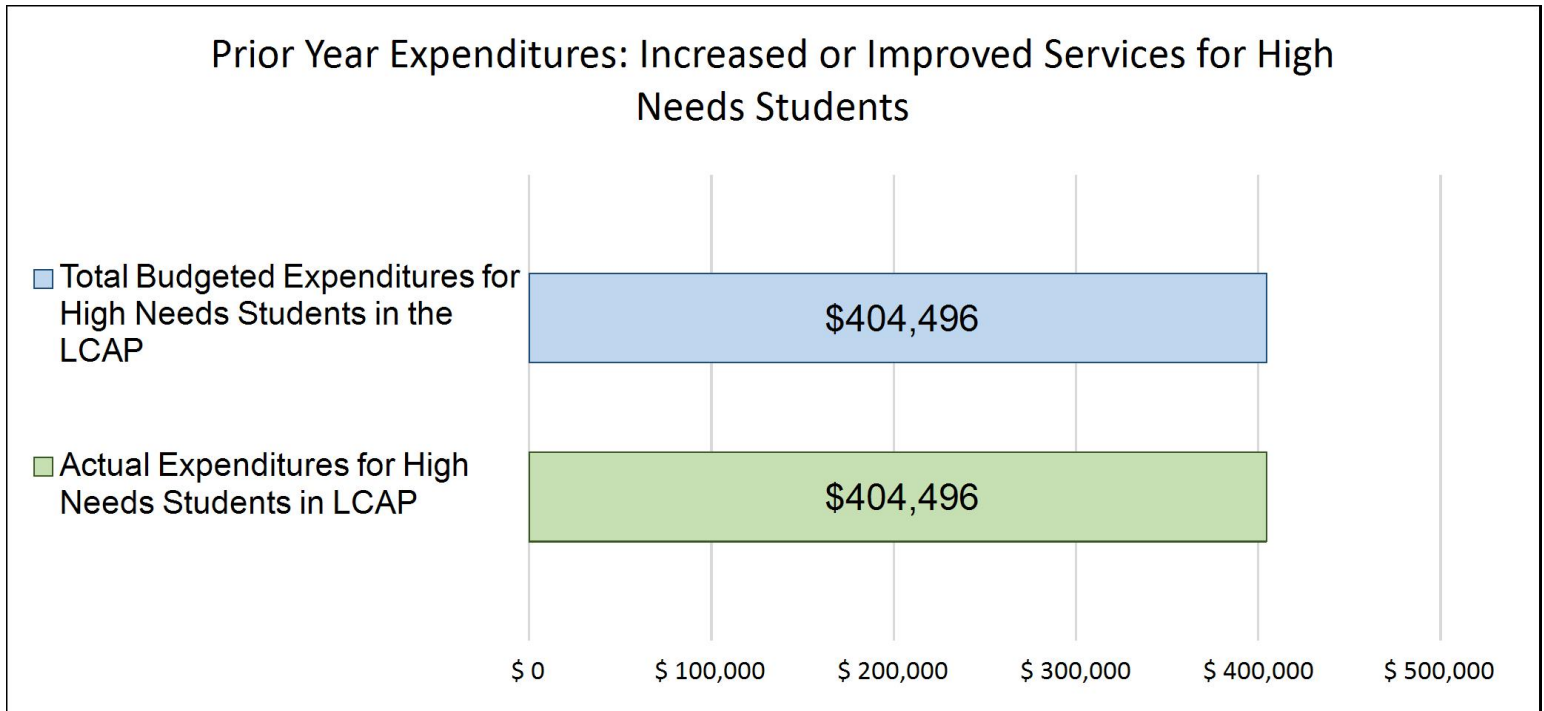
Teacher classroom salaries, Classified Office staff, Administrative staff, plus all benefits including pensions . Classroom supplies, other supplies, Professional Development, Overhead expenses such as copier leases, general liability insurance, Transportation, Special Education

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Manzanita Public Charter School is projecting it will receive \$404,496 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 \$404,496 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 2021-22



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 2021-22, Manzanita Public Charter School's LCAP budgeted \$404,496 for planned actions to increase or improve services for high needs students. Manzanita Public Charter School actually spent \$404,496, for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manzanita Public Charter School	Suzanne Nicastro Superintendent/Principal	suzanne.nicastro@manzanitacharterschool.com 8057345600

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Manzanita's core values of supportive accountability, love, and high academic and social-emotional expectations, bring our vision to life and drive our actions each day-including obtaining feedback from our educational partners. We routinely obtain feedback in three primary ways- Surveys, community forums, and monthly community group meetings- to incorporate our educational partners’ beliefs that guide our efforts from high-level perspectives to targeted recommendations. All priorities and goals, including LCAP goals and additional funding, were developed within the context of our core values. With the additional funding, our needs remain the same, but now Manzanita has increased efforts through intensity and/or frequency. Specifically, we've met monthly with our educational partners: SSC, parent/teacher/scholar advisory board, staff, and the MPCPS Governance Board to regularly discuss and adjust appropriate academic and SED development as needs presented. Our focus groups discussed safe, in person learning and ways to mitigate learning loss. Manzanita's educational partners emphasized the need to support related LCAP actions by increasing personnel to ensure that ELA skills, most specifically grade level reading and writing skills, would be addressed more strategically. We also funded additional positions for instructional support who provide interventions to increase English language proficiency, mathematics proficiency, address social emotional needs, and support arts education for all students. Again, we meet regularly with our educational partners through several venues to monitor our monthly, performance data and present/discuss this data with our educational partners.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

During the summer of 2021, Manzanita leadership developed a data tracking system using WIN time software. WIN Time is a student centered philosophy and structure that stands for "what I need." The LEA developed a new master schedule that allotted 45 minutes of WIN time, daily, for all low income, EL, and foster youth learners. This WIN Time period can be adjusted to meet data needs, and for the 21-22 school year, the data showed serious reading deficits across grade levels, but especially prevalent in grades 2-4. Manzanita decided to spend its concentration grant to hire and retain teacher tutors who provide direct, reading intervention services to its scholars during WINTIME, as well as throughout the day.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As noted earlier, Manzanita routinely obtains feedback in three primary ways- Surveys, Community Forums, School Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Since the pandemic began, we focused on physical, and emotional safety for our scholars but, also, tried to create as much normal routine as possible. Throughout this emergency response, we surveyed families (March 2021), conducted virtual, monthly meetings with the Manzanita Governance Board, SSC, PTSA, and held weekly staff meetings on minimum day Wednesdays. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff as we worked together to create a safety plan and waiver application to open up for in person learning in October of 2021. The LEA never closed again and has remained open for in person learning for all of its scholars.

It was especially important to ensure our community felt safe returning to in-person instruction. Consequently, we hired additional staff to help with sanitizing facilities and conducting COVID testing. We knew from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We dedicated time and financial support for increased access to mental health services via counselors, psychologists, outside agencies, and family resources. We worked to mitigate student learning loss through additional support staff as well as adding intervention programs, (WINTIME).

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The LEA built a strong distance learning program in SY 20-21 which prioritized social emotional learning, literacy instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families with class attendance over distance learning. All of our staff and students were provided with the necessary tools to engage in distance learning.

As funds became available we used standing outreach efforts to obtain input from all aspects of our community- scholars, staff, parents, PTSA, SSC, and MPCS Governance Board. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, early on, to a state approved waiver in October of 2020, for in person learning, we developed several programs designed to mitigate the "loss of learning" that was inevitable with distance learning challenges. These programs included creating 2 full-time TOSA positions who provided weekly STEM and Outdoor Education opportunities focused on CA Science standards to all TK-6 scholars. The LEA also recognized that social emotional needs were significant for both staff and students and, as such, hired an additional skilled, school administrator retiree, on a part time basis, to provide additional support in this area. School counseling support was increased from 3 to 5 days per week.

In addition to regular day support systems that are designed to mitigate the loss of learning, MPCS also implemented an extended day program which focused on essential math standards support and other homework assistance. All scholars were invited to attend the after school extended day program with bussing support at no cost.

LEA challenges for implementation primarily involve staff burnout. Manzanita is geographically isolated and hiring qualified personnel is difficult. Teaching staff, in particular, are difficult to recruit and retain in the Lompoc area. Manzanita teachers saw the loss of learning needs and many volunteered to teach summer school and extended days during the past year. Some classified staff, particularly maintenance, front office, and Health/SPED personnel, are also demonstrating signs of stress and burnout due to the longer hours and additional workloads. The current work pace is likely not sustainable and will need to be addressed in the years to come.

All of these expenses are consistent with the board approved budgets earlier passed.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

As mentioned in Prompt 1, Manzanita's core values of supportive accountability, love, and high academic and social-emotional expectations,

bring our vision to life and drive our actions each day. To that end, Manzanita has allocated its fiscal resources to more vigorously support reading/writing performance which has been seriously impacted due to pandemic effects-particularly for EL and foster youth scholars. Academic accountability is now an even stronger area of focus and growth for the LEA, as virtual learning patterns have impacted student (and, in some cases) staff performances due to constant changes in delivery of services. Manzanita's LCAP goal of supportive and sustained academic rigor is being supported with a new, school-wide master schedule (WINTIME), additional paraprofessional staff hirings, and online curriculum platforms such as Accelerated Reader. Besides reinstating (and adding) academic support rigor practices to the Manzanita campus, the LEA has also extended its Goal 3 by recognizing the need to enhance its social emotional programs by re-implementing a school-wide SEL system, extending counseling days/hours, the re-implementation of the school's school-wide behavioral/discipline system, and the hiring of a part-time administrator to provide additional support in these areas to all students and staff. The school-wide, overnight staff retreat, held outdoors in Fall of 2021, helped drive a unified vision for the 21-22 school year with an academic reading/writing focus coupled with SEL support system development and implementation.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manzanita Public Charter School	Suzanne Nicastro Superintendent/Principal	suzanne.nicastro@manzanitacharterschool.com (805) 734-5600

Plan Summary [2022-23]

General Information

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

Nestled off scenic Highway 1 and surrounded by Central Coast Chaparral, Manzanita Public Charter School offers an alternative instructional model which focuses on the whole child approach. Manzanita’s strength based workshop model (SBW) provides daily, comprehensive instruction designed to address individual needs while also continuing to evolve with State and Federal guidelines. The SBW model was originally designed to build learning independence as well as to help identify individual scholar strengths. Manzanita’s Strength Based Workshop (SBW) Model is intended to build learning independence as well as to help identify individual scholar strengths. These strengths are the foundation for the model’s Response to Intervention (RTI) approach and enrichment activities. The population at Manzanita includes approximately 18% EL Learners, 25% military dependents, 52% high poverty scholars, and 10% GATE designated/high achieving scholars. Vandenberg AFB and the City of Lompoc are the LEA's primary student community residences. However, the school does draw small student populations from surrounding communities such as Los Alamos, Buellton, and Orcutt/Santa Maria areas. The school’s diverse population of learners demands teacher differentiation and unique instructional design. The school's learning environment has evolved over time into our SBW model. The SBW model addresses individual student needs through our instructional workshop model, RTI process, visual and performing arts program, Finnish outdoor learning model, STEM, GATE program, social emotional curriculum, and a scholar-led conference approach. The school’s RTI program now includes daily ELA reteaching periods (WINTIME) which focus on grade level essential standards mastery, an after school math learning (boot) camp with free bussing, and social emotional programs and supports. These supports include a school wide social emotional screening tool (DESSA), small group and individual counseling sessions, and a school wide positive behavior model (PBIS). The LEA's Special Education program offers an inclusion model with a focus on the least restrictive approach for all SPED learners.

The school continues to teach and assess nine trimester essential standards in Language Arts and the master schedule continues to include re-teaching periods. These daily re-teaching periods focus on essential ELA standards mastery for every scholar. Also, as part of RTI, nine essential math standards are also assessed and retaught by grade level professional learning communities during

mandatory 'after school' learning camps. In addition, all EL Learners participate in a daily, 30-45 minute designated EL period, designed to 'front-load' the next day's ELA lesson in Benchmark Advance. The school's special education program also follows a push-in model, when appropriate, with leveled literacy and math groups being taught with necessary accommodations in the classroom.

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

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

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

Reflections: Successes

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

Due to the impact of COVID-19, the State of California decided to eliminate state testing, accountability measures, and comprehensive data reporting into the California School Dashboard for 2021. This has influenced how our LEA views success. Some data was collected and made available from the previous year, some data is still deemed relevant from the 2019 Dashboard, and local information, as well as stakeholder input, gives us another lens from which to view our successes. Manzanita traditionally performs well on the state's annual assessments. During the 2020-21 school year, Manzanita Public Charter School made the decision to engage in both the Smarter Balanced state assessments as well as administer the LEA's local summative Renaissance Star test. In the area of CAASPP Language Arts and Mathematics, the LEA achieved in par (and better) with the State of CA overall results:

State of CA	ELA Overall Achievement	Math Overall Achievement
49.01%	33.76%	
Manzanita	ELA Overall Achievement	Math Overall Achievement
49.56%	38.94%	

In addition to CAASPP and ELPAC State assessments, the LEA's local summative assessment indicators included trimester Renaissance STAR testing for all grade levels. Manzanita's academic goal of "measurable and significant growth for all" was realized when reflecting on its local assessment indicators which are as follows:

Renaissance STAR ELA and Mathematic Overall Growth Data from Fall of 2021 to February of 2022:

TK/Kinder.	ELA Early Literacy FALL	ELA Early Literacy-Winter		
663	780			
First Grade.	ELA Early Literacy FALL	ELA -Winter	Mathematics FALL	Mathematics-
Spring	914	758	851	
799				
Second Grade	ELA FALL	ELA Winter	Mathematics FALL	Mathematics-
Spring	903	847	896	
874				
Third Grade	ELA FALL	ELA Winter	Mathematics FALL	Mathematics-
Spring	952	909	942	
923				

Fourth Grade. Spring 980	ELA FALL	1002	ELA Winter	963	Mathematics FALL	997	Mathematics-
Fifth Grade Spring 1024	ELA FALL	1051	ELA -Winter	1027	Mathematics FALL	1039	Mathematics-
Sixth Grade Mathematics-Spring 1041	ELA FALL	1067	ELA -Winter	1042	Mathematics FALL	1066	

In order to address learning gaps which emerged from Pandemic realities, Manzanita focused on measuring academic growth patterns, on a regular basis, as a strategic effort to guide various subgroups into effective literacy and math groups designed to meet their specific needs. In addition to defined intervention times on a revised master schedule (WINTIME and Extended Day), the LEA also expanded its enrichment classes to include Arts, STEM, and Outdoor Education which aligned much of its curriculum to support grade level standards in ELA, Math and Science. MPCS believes that essential enrichment, does, in fact, provide the motivation and engagement that many of our scholars need, in addition to remediation, to close learning gaps. We considered how to provide daily intervention on the master schedule and added 3 days of enrichment classes each week, where scholars travel to this instruction provided by credentialed teacher experts. The LEA is also committed to developing a more seamless 'link' between intervention and the essential enrichment programs to help tap into multiple interests across disciplines while maintaining a high level of challenge and interest. For example, the art teacher might include a writing component which reflects a grade level standard and a garden might be expanded to teach environmental ownership and grade level biology standards. Manzanita envisions a school where a child with an IEP could show his high achieving classmates how to build a wind turbine through hands -on discovery in our STEM program. In short, Manzanita has begun its academic program journey of choice, rigor, and inclusion through enrichment for all, not just the few.

As the Pandemic comes to an end, the LEA is committed to maintaining a sharp focus on standards based instruction, creating flexible and responsive schedules to support scholar learning, providing access to technology and connectivity for all, supporting professional learning for staff , adapting professional roles and responsibilities with all staff to meet the needs of scholars and their families, and supporting students with exceptional needs throughout the pandemic. New systems of monitoring student engagement, with consistent data collection and review, were implemented across the LEA to ensure positive attendance and academic engagement. Manzanita also implemented layers of social emotional and behavioral supports to address the well-being of its scholars and staff throughout the school year. We also partnered with Lompoc Unified School District, the LEA's charter authorizer, to provide free, nutritious meals to all students.

In the area of school culture and social emotional behavioral progress, the school's 2020-21 suspension rates continued to decline to 0% for the school year. Chronic Absenteeism percentages maintained at 8.3%. In the area of academic achievement, Manzanita's most recent, third trimester STAR Renaissance data from testing conducted in May of 2022, shows a school wide average of 57% "at or above" grade

level reading benchmarks and a school wide average of 63% "at or above" in grade level Math benchmarks. These ELA and Math Renaissance STAR results also reflect strong, measurable, academic progress throughout the 21-22 school year-for all grade levels. For example, Manzanita made the decision to increase intervention efforts with its 6th graders, based on its desire to strongly prepare this class for middle school. These interventions efforts were successful with all scholars showing significant progress. Second trimester data showed STAR reading "at or above grade level at 46.4% which moved to 58.2% by end of third trimester. Math saw similar achievement gains with second trimester data showing STAR math at 55.4% "at or above grade level" which moved to 67.3% by end of third trimester.

The LEA continues to make significant progress in the area of facilities rehabilitation planning since the last LCAP was written. The three year facilities improvement grant (Prop 51), has been merged with a robust Department of Defense PSMI facilities grant. The facilities rehabilitation grant design morphed from the original \$780K project to a 40+ million dollar design. A memorandum of understanding was developed between Manzanita and Lompoc Unified School District, the LEA's chartering agency paving a way forward on this project. The LEA anticipates breaking ground on the rehabilitation plan sometime between January-June of 2023. Currently Manzanita and LUSD are working together on design plans for submission to the CA Division of State Architects (DGS) by Fall of 2022.

Reflections: Identified Need

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

Similar to the above Successes section, this section is addressing relevant data from the 2021 SBAC and Renaissance STAR assessments, 2019 Dashboard, local data, and stakeholder input.

Based on the 2019 Dashboard, suspension and chronic absenteeism rates were the only overall indicator that was identified in the "Orange" and "Red" categories. While Manzanita's 8.3% chronic absenteeism rate is still below the state average of 10.1%, it is still regarded an area of need. Steps taken this year include home visits by office administration, PAWS/PBIS rewards recognizing positive attendance patterns, focusing on attendance patterns schoolwide, collecting and acting on real-time attendance data on a weekly basis, and continuing to make school a welcoming and engaging place for all our scholars.

While our overall performance of all students on state assessments has historically been strong (Green in both ELA and Mathematics on the CA Dashboard), we do have groups underperforming relative to those assessments. On the 2019 Dashboard in the Academic Performance category the English Language Arts indicator showed that the Socio-economically disadvantaged and English Learner students were performing in the Yellow range for both ELA and Mathematics. Our Hispanic subgroup and low-income students showed a gap performing in the "Yellow" category, compared to our very high (Blue) white student performance. While these sub-groups are keeping pace or sometimes out performing their peers statewide, their performance gap is still an area of focus and need. The LEA will address the needs represented here with a variety of actions and services in the LCAP.

The LEA will address performance gaps and academic performance through a variety of actions and services contained in the LCAP. Some of these actions are related to improved assessment and targeted interventions for scholars. Other actions are related to increased staffing

support and increased training for teachers in the area of learner centered instruction (Win-Time). A learner centered approach will involve campus-wide collaboration and teamwork on a daily and weekly basis between classroom teachers and paraprofessionals working in their rooms. Targeted professional development training in the area of best practices for small group instruction is needed to accommodate this approach. Other improved instructional approaches include vertical teaming and alignment in the areas of writing and grammar and an expanded literacy (reading) commitment school-wide. Manzanita will continue its successful math "learning camps held after school with the LEA's extended learning days.

An area of concern that has distinctly emerged this year related to school climate is the social emotional well being and mental health of our scholars. All of our stakeholder groups loudly and clearly called out the need for a more 'whole child' educational response, with a particular focus on supporting the family unit. Surveys and meetings with stakeholders repeatedly discussed the impact that the COVID-19 pandemic has had on the lives of our students and the school community. Students and families have expressed needs in the areas of increased play and socialization opportunities, extended learning that includes creative and artistic outlets, as well as increased counseling and community services for students (and adults) with primary concerns in the areas of anxiety, depression, and family finances.

LCAP Highlights

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

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

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

Goal 2: Increased social emotional support and student engagement

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

MPCS offers a variety of programs and supports specifically for unduplicated pupils (English learners, foster youth, low income pupils, and re-designated English learners [Fluent English Proficient]). These include highly trained classroom teachers at the school site, technology specifically targeting access to learning platforms which support reading and mathematics instruction, counseling/mental health support for students, essential enrichment programs, data analysis, intervention programs, individual/small group tutoring, assessment to monitor progress, individualized learning paths and online curriculum, positive attendance support, and positive behavior intervention support. A summer school program for all scholars provided academic and enrichment learning activities prior to the 21/22 school year.

An extended day program, taught by credentialed teachers and classroom teacher tutors, was offered during the 21-22 school year for grades 1-6 ,with a focus on math essential standards

mastery and homework support.

MPCS also continues to implement a Multi-Tiered Systems of Support (MTSS) model. The teacher on Special Assignment (TOSA) works closely with the site administration and newly formed data team to identify and allocate resources to appropriate students at the school targeting English learners, foster youth, students with disabilities and/or students who are low income who are performing below grade level. We will be adding 2 part-time TOSA positions to support and monitor Tier 1 general education scholars who are below grade level in reading and writing.

One of the main duties of this position will be to gather, monitor and share data of students in at-risk groups (English learners, students with special need, low income, homeless, and foster youth). The LEA will also offer services and programs that are aligned with LCAP goals to serve all students such as collaboration time for teachers to confer and plan for meeting student needs, stipends for teachers with additional duties , and LEA benchmark assessments (Renaissance STAR) to monitor the progress of all students. The creation of a school liaison position will ensure that families receive timely and coordinated support in the areas of mental health, medical and dental, and housing needs.

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

In addition, MPCS also offers additional instruction with credentialed teachers in the area of art, music, STEM, and physical education at its site which enables teachers to meet in Professional Learning Communities to collaborate around scholar learning. These essential enrichment teachers have also formed their own PLC, and collaborate with each other to coordinate state academic standards with the enrichment class programs.

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

The intervention team tracked quarterly assessments and determined next steps to address grade level and individual reading needs. The primary focus for this group was improving grade level reading scores across all grade levels.

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

The music and/or theatre arts instruction for all students in grades TK-6 is a program that is showing great success. Research shows music and theatre education prepares

students to learn, facilitates student academic achievement, and develops the creative capacities for lifelong success. The LEA provides its scholars with 2 annual musical play audition and performance opportunities. Elementary Physical

Education instruction from a credentialed teacher with the support of a trained, classified instructional assistant is also provided. The LEA recognizes that a

physically active child is more likely to be academically motivated, alert, and successful. A STEM and Outdoor instruction model was added in the 2021-22

school year to provide additional weekly instruction in grades TK-6 for scholars. Both programs enhance student opportunities to gain hands on experience in science and math state standards competency. In addition, both programs have showed tremendous engagement success with the school's special education and GATE scholars.

Social emotional well-being of scholars is targeted in this LCAP. All stakeholders have participated this year in discussions on the social emotional needs of our

scholars and families. The results of these conversations involved the selection of a social emotional curriculum which was delivered to all scholars.

We will continue our implementation of Positive Behavioral Interventions and Supports (PBIS) to focus on the climate of our school. The LEA will

continue to fund its LEA counselor for 5 days per week. Manzanita is adding a part time school liaison position to meet additional needs of students and families.

Students in at-risk groups (English learners, low income, homeless and foster youth, and students with special needs) will be prioritized for services.

Based on family survey feedback, Manzanita returned to its robust, grade level, field trip offerings during the 21-22 school year. Scholars visited museums, tide pools, Ropes courses, aquariums, parks, STEM day conferences, Vandenberg Space Force Base, and apple orchards. During each field trip experience, MPCS scholars were provided with real world learning opportunities which correlated with grade level standards.

On the business side of the LEA house, Manzanita successfully moved its operations to the charter management company Delta Managed Solutions, Inc. (DMS). DMS is an employee owned charter school business services firm who will provide a comprehensive set of back office, administrative, and finance services to MPCS. The LEA is also in its second year of working with the Department of Defense (PSMI grant), the California Department of Education (Prop 51), and the charter's authorizing local agency (Lompoc Unified School District) on a 40 million dollar facilities rehabilitation project set to break ground in Spring of 2023.

The LEA's LCAP established goals, measurable outcomes, actions and services, and aligned expenditures is supportive of positive outcomes for all its scholars. The plan addresses our identified needs in a systematic manner, striving to close the achievement gap for specified student groups, supporting the social-emotional well being of all students, and preparing its staff to the meet the academic, social-emotional and behavioral needs of all students. Finally, after Manzanita's team visit to Finland in October of 2019, the LEA remains strongly committed to the Finnish educational design philosophy that "Happy children make smart children."

Comprehensive Support and Improvement

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

Schools Identified

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

The LEA is not recommended for comprehensive support and improvement

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

As in the past, MPCS sent out LCAP stakeholder engagement surveys to parents, teachers, and support staff with the intent to gather feedback and suggestions related to the development of this LCAP.

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

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

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

Based on the summative results of this data, stakeholders were invited to provide feedback on the plan goals, action steps, and individual targets

for each of the goal areas with a focus on the school English Learner scholars. Strengths and areas for future growth were identified through this process, and the targets will be revised and updated to reflect the feedback.

Several stakeholder surveys were conducted during the 2021-22 school year. The first survey was conducted in Fall of 2021 and involved all employee stakeholders on each of the eight state priorities and the importance of each as viewed through their perspective. In the second survey, conducted in Winter of 2021, parents/guardians were asked to share their

their thoughts on the engagement, quality, and safety of the LEA's school programs. During early Spring of 2022, Scholars in Grades 3-6 completed an anonymous survey with questions that reflected on the CA Healthy Kid survey. During regularly scheduled staff, School Site Council, and Parent Advisory Board meetings and PLC's, employees and members were asked to share their LEA improvement perspective through discussions held throughout the school year.

These meetings included the following questions:

What do you feel is going well at the school? What is working? What do you appreciate about the school?

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

Stakeholder groups participated in the LCAP process on the following dates:

11/9/2021-Manzanita employee survey conducted. Results of survey shared and discussed at 12/2 Staff PD meeting and again at 12/15/22 Governance Board meeting.

12/10/21 - Manzanita parent survey released. Results of survey shared at 1/26/22 Governance Board meeting; School Site Council meeting on 1/27/22 and Staff PD meeting on 1/26/22.

3/9 and 3/16- Classified and Certificated staff given first and second trimester achievement data. PD activity with analysis of data activity with recommendations for LCAP actions to address data results.

3/24-School Site Council meeting with analysis of achievement data to date with recommendations for LCAP actions to address learning gaps.

04/04/22- Grade 3-6 Scholar survey released.

05/18/2022-LCAP goals/plan powerpoint presented to Governance board for discussion

6/15/2022-LCAP Action Item for Approval

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A summary of the feedback provided by specific educational partners.

During our stakeholder engagement process we asked for input related to evaluating both our 2020-21 LCAP and 2021-22 Learning Continuity and Attendance Plan, as well as input to help guide our future planning.

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

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

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

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

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

Parents continue to express genuine concern about the long term mental health impact the pandemic has had on students. They pointed to a need for increased social interaction opportunities for students. They also expressed a strong desire for as much enrichment learning as safely possible-including outside play and hands on learning with limited access to technology devices. Parents continually expressed great appreciation for the support that was provided by staff both academically and emotionally, and that their experiences with bilingual and other

support staff was very helpful. In general, parents expressed a need to expand services and promote pro-active approaches by counseling staff and support personnel throughout the LEA to meet the social- needs of various scholars.

Parents communicated they desire a continued return to strong enrichment activities including field trips, clubs, and project based 'stretch' activities that can be offered at home. A parent group was formed this year to research the possibility of expanding Manzanita's charter school to a UPK-8 model. In the areas of safety, families communicated satisfaction with how the LEA handled COVID-19 safety/health demands, but requested a more comprehensive safety model concerning active shooters and physically equipping the campus with better entrance barriers.

SUMMARY OF SURVEY FEEDBACK RELATED TO SCHOLAR AND FAMILY OUTREACH:

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

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

The common themes which emerged in this section centered around the need for continuous and creative, personal connections between staff and students. Mid-way through the school year, Community and educational partner groups such school site council, Parent/teacher.scholar Advisory Board, and the MPCS Governance Board, began offering in person meetings. More active engagement and decision making was experienced when in person meetings occurred.

SUMMARY OF SURVEY FEEDBACK RELATED TO CRITICAL PROGRAMS AND SERVICES

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

Staff feedback for the 22-23 school year centered around a return to tighter, grade level curriculum pacing, strategic vertical teaming, weekly, grade level data evaluations and discussions, and a desire for ongoing, behavioral intervention strategies and support. Also communicated was the need for a school-wide technology plan, a new math adoption for grades 4-6, and a school-wide return to AVID strategies in the classroom.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA and Math on the May administration (third trimester) of the STAR assessments for reading and Math</p> <p>Priority 8</p>	<p>Second ELA: 50%</p> <p>Second MATH: 33.8%</p>				
<p>% of EL students either moving one level, maintaining their current level for only a second year, and/or meeting reclassification criteria based on the Summative ELPAC.</p> <p>Priority 4</p>	<p>No current baseline available due to the suspension of the Summative ELPAC for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 Summative ELPAC administration.</p>	<p>ELPAC Summative results Growth from 2020-21 to 2021-22 as follows:</p> <p>First.: +13 Second: +29 Third: +7 Fourth: +25 Fifth: + 15 Sixth: - 11</p>			<p>60% of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria on the Summative ELPAC</p>
<p>% of English Learners reclassified as English Proficient</p> <p>Priority 4</p>	<p>2019-20 results</p> <p>LEA Overall:</p>	<p>2021-22 Results</p> <p>10.2%</p>			<p>The % of English Learners reclassified (RFEP) =</p>
<p>% of targeted support students meeting their site defined growth target</p> <p>TK-6</p>	<p>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</p>	<p>Due to the continued challenges of COVID-19 and getting back to normal operations, Essential Standards mastery progress was not carefully tracked</p>			<p>60% of targeted support students will meet their site defined growth targets.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA Reading-making progress to "benchmark" as measured by site reading assessments</p> <p>Trimester essential standards-70% mastery or above</p> <p>MATH Trimester Math essential standards-70% mastery or above</p>	<p>person learning; interventions were not structured or tracked as in a traditional year. Therefore, baseline data will be set in Year 1.</p>	<p>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.</p>			
<p>Implementation of the academic content and performance standards adopted by the State Board</p> <p>Priority 2</p>	<p>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.</p>	<p>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.</p>			
<p>How programs and services will enable English learners to</p>	<p>English learners gain academic knowledge</p>	<p>English learners are given 30-40 minutes of daily EL instruction</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access the CCSS and the ELD standards for purposes of gaining academic knowledge and English language proficiency Priority 2	and English language proficiency	aligned to Benchmark Advance, the school's board adopted LEA curriculum.			
Student access and enrollment in all required areas of study Priority 7	Students have access and are enrolled in all required areas of study as monitored through Ca Pads and OASIS (SIS)	Students have access and are enrolled in all required areas of study as monitored through Ca Pads and OASIS (SIS)			Maintain
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)			Maintain
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	The LEA provides open access for all grade levels to extension and intervention programs as shown in the			Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school master schedule and monitored through CalPads and OASIS (SIS)</p> <p>The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)</p>	<p>school master schedule and monitored through CalPads and OASIS (SIS)</p> <p>The LEA also provides English Language Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)</p>			
<p>%Teachers are appropriately assigned and credentialed in subject areas</p> <p>Priority 1</p>	<p>2020-21 rates:</p> <p>100%</p>	<p>No Williams Acts complaints were made</p>			<p>Maintain</p>
<p>% Students have sufficient access to standards-aligned instructional materials</p> <p>Priority 1</p>	<p>2020-21 rates:</p> <p>100%</p>	<p>No Williams Acts complaints were made</p>			<p>Maintain</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.			Maintain or improve

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Common Assessments for Instruction and Intervention	Identify common assessments across the LEA to analyze in order to inform instruction, monitor student progress, and to identify students needing further assessment or interventions.	\$255,894.00	No
1.2	Response to intervention staffing	Provide all students identified for intervention with targeted strategies for support	\$181,534.00	Yes
1.3	K-6 Summer Program for low-income students	Implement a summer academic support and enrichment program for Grades K-6 students focusing on the LEA's low-income student population	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Essential Enrichment Learning Programming	The LEA will provide a variety of extended learning programs, including STEM, ARTS, and Outdoor Education to provide supplemental instruction and support to students and students with exceptional needs.	\$373,460.00	No
1.5	English Language Development (ELD) Support	Provide translation support and access to community/school/district resources through community liaison and bilingual staff. Monitor student data and instructional practices. Provide an ELD TOSA to coach teachers in the delivery of designated and integrated ELD and provide resources and support to classroom teachers for newcomers and Long Term English Learners (LTEL).	\$112,000.00	Yes
1.6	Extra Support for Foster/Homeless Students	Bilingual front office person conducting daily outreach to EL and Hispanic community. Small Group and Individual Tutoring will be made available for at-risk foster and homeless youth. Scholarships to participate in enrichment activities will be made available to foster and homeless youth.	\$59,000.00	Yes
1.7	Extended learning days	The LEA will offer after school, targeted math instruction for SED, EL, and SpEd scholars	\$128,000.00	Yes
1.8	Restructuring Instructional Time-On Site intervention	Time is built into the school day for all teaches to meet 4x per week for at least 40 minutes. This time for Professional Learning Communities (PLCs) is spent discussing essential learning targets, student achievement data, teacher observations, best practices in instruction, and the use of intervention time to target instruction for our students in at-risk groups (English Learners, foster,	\$109,448.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		homeless, low income, special education). The schools's Data team (administration, TOSAS, EL Coordinator, school psychologist and resource teacher) analyze student intervention data regularly with a prioritized focus on at risk students (English Learners, homeless, foster, low income, and students with special needs). Funds are also used to compensate TOSA positions, increased school psychologist time, and paraprofessional positions to support WINTIME.		
1.9	Extended Learning Opportunities - Instructional Assistants in kindergarten	Instructional assistants will be placed in full day TK and kindergarten classrooms to support academic and behavioral needs of students. Priority for support will be given to at risk students (English Learners, homeless, foster, and low income students).	\$43,200.00	No
1.10	Family liaison specialist position	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.	\$12,000.00	
1.11	EL professional development	Principal and EL Coordinator will provide and/or coordinate ongoing professional	\$38,650.00	

Action #	Title	Description	Total Funds	Contributing
		development to classroom teachers, instructional assistants, teacher tutors, and language specialists related to implementation of ELA/ELD standards in order to ensure the success of English learners.		
1.12	EL Instruction	English language development teacher tutors and classroom teachers will provide support and instruction to students who are English learners through a variety of means, including: in class, through small group instruction, in one-on-one sessions, and through other instructional delivery styles. Each student's instruction will be organized around meeting their particular needs. \$\$\$\$ of this total is the required apportionment to improve or increase services to unduplicated pupils. The allocation of staff to serve exclusively this population, exceeds the requirements and will be fully spent at the end of each fiscal year.	\$225,000.00	Yes
1.13	EL instructional materials	Principal or EL Coordinator will provide high-quality instructional materials to teachers and language specialists to use with students who are English learners in order to ensure student success and mastery of English. In addition materials specific for this population will be obtained throughout the school year.	\$20,000.00	
1.14	Expansion to a Grade 7 and 8 instructional model	Superintendent will work with parent community, staff, and governance board on preparing a Material revision package to its existing charter petition authorized by Lompoc Unified School District.	\$10,000.00	

Goal Analysis [2021-22]

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle

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

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle

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

Goals and Actions

Goal

Goal #	Description
2	Create a safe, welcoming, 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 create health, happiness, and collaboration between our school and families.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MPCS Chronic Absenteeism % 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%			By 2024, MPCS will keep chronic absenteeism to 7% or less

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>to make school safety decisions for their child</p> <p>78% of families would like to see training and support in the areas of appropriate technology use for children</p>			
<p>MPCS suspension rate</p> <p>Priority 6</p>	<p>2019-20 suspension rates:</p> <p>3.4%</p>	<p>2020-21 suspension rates</p> <p>Manzanita 0.0%</p> <p>Lompoc Unified 3.8%</p> <p>Santa Barbara County 6.6%</p> <p>Statewide 13.8%</p>			Maintain or keep below 1%
<p>MPCS expulsion rate</p> <p>Priority 6</p>	<p>2019-20 Expulsion rates:</p> <p>0.0%</p>	<p>2020-21 Expulsion rates</p> <p>Manzanita 0.0%</p>			Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Lompoc Unified 0.0% Santa Barbara County 0.0% Statewide 0.0%			
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.			Maintain or improve
LEA promotes parental participation in programs for unduplicated pupils	Monthly parent meetings were held to gather input: School Site Council;	Monthly parent meetings and school site council meetings were held to review			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3	Parent/Teacher/Scholar Advisory Board	trimester achievement data for all unduplicated pupils.			
<p>LEA promotes parental participation in programs for individual with exceptional needs</p> <p>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); Parent/Teacher/Scholar Advisory Board</p> <p>The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.</p> <p>All second grade parents, and other grade level families new to Manzanita are annually invited to give permission for</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); Parent/Teacher/Scholar Advisory Board</p> <p>The LEA also seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.</p> <p>All second grade parents, and other grade level families new to Manzanita are annually invited to give permission for</p>			Maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	their scholar to be tested by the school psychologist for GATE designation.	their scholar to be tested by the school psychologist for GATE designation.			
% 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	Baseline data will be established in Year 1	100% of all TK-6 scholars participated in a minimum of 135 minutes per week of Art, STEM, and outdoor education extended learning classes which supported personal passions and interests. 94% of scholars achieved a 70% or higher achievement level in these enrichment courses.			By 2024, 90% of scholars will be achieving at 70% or higher in extension learning classes
% of scholars who report, via the CA Healthy Kids Survey, to feeling safe and accepted by their peers and adults at school	Baseline will be established in Year 1	67% of scholars report feeling 'very safe' at Manzanita and 25% report feeling "sometimes safe." 91% report feeling accepted by adults and 72% report feeling accepted by their peers.			By 2024, 95% of all scholars will report feeling "Safe" or "Very Safe" and "accepted" by their peers and adults at school.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Chronic Absenteeism response	The Principal, Assistant Principal, health assistant, front office clerk, and school registrar will analyze the causes and patterns of chronic absenteeism to establish consistent policy and practice; research and design strategies to reduce frequency; and communicate to families the importance of school attendance and its relationship to student success. Attendance progress and results will be reported quarterly to the Superintendent and Governance Board. Significant focus will be given to chronically absent Hispanic, Foster, and/or EL students.	\$73,500.00	No
2.2	Wellness and Social Emotional Programs and Supports	The LEA will focus on counseling services, behavioral support services, and increased physical education services. These programs will provide activities focused on wellness and social emotional learning including resilience, self-management, social awareness, relationship skills, and physical body awareness and movement. Special focus will be placed on military dependents being welcomed, gaining access, and exited from school programs.	\$9,000.00	No
2.3	SEL-Screener	Utilize the DESSA screener to determine scholar social emotional needs	\$23,750.00	No
2.4	Mental Health Services	Maintain mental health services for scholars with licensed, school counselor position and increase school psychologist position from 3 to 4 days per week.	\$84,870.00	No
2.5	Partnerships with SEL vendors	Continue and expand partnership with The Soul Shoppe in the areas of Peace Maker training anger management, bullying, and racial tolerance for students.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	School liaison support role	Creation of a part time school liaison role to assist families with coordination of community-wide support services.	\$12,000.00	No
2.7	Update school camera system	Invest in a school-wide camera surveillance system as a monitoring tool for staff and student behavior as well as campus visitors.	\$10,000.00	
2.8	Emergency Medical Technician (EMT) and health assistant Stipends	Maintaining state licensure in the areas of health and safety contribute to scholar and staff well-being	\$3,000.00	
2.9	Parent Square Home/School Communication Platform	Continue school/teacher/parent access to Parent Square	\$2,500.00	
2.10	Provide certificated PE teacher for TK-6 scholars	Provide additional time for targeted instruction and Professional Learning Communities, especially for English Learners, foster youth, homeless youth, and low income students through the implementation of weekly physical education instruction with certificated physical education teacher in grades TK-6. Class sizes with youngest scholars (TK-2) will receive support from a PE Classified Instructional Assistant. Materials and equipment will be provided to support equal access to PE standards and programming. The PE program will have a social-emotional focus to target needs of at-risk students (English learners, foster, homeless, low-income).	\$28,000.00	
2.11	Social Emotional Focus	Under the direction and with the support of the LEA site administration, Social Emotional Learning (SEL) curriculum will be further identified and implemented to all students TK-6. A committee of administrators, teachers, and counselors, will focus on emotional		

Action #	Title	Description	Total Funds	Contributing
		<p>health and well-being of students as the result of school closure and economic realities such as historic inflation. They will recommend professional development and support the implementation of SEL curriculum to all scholars TK-6 with an extra focus on the LEA's growing military population, students in at-risk groups (foster, homeless, students with special needs, English learners, and low income students). This committee began to be formed in the 2021-22 school year and will continue to meet to discuss best practices in this area. Funds will be spent on staff training, programs, release time and materials</p>		
2.12	Increased safety capacity	Use of golf cart to meet immediate needs of all scholars for medical and social emotional needs on Manzanita's large, expansive campus.	\$10,000.00	
2.13	Parent outreach for EL, low income, military dependents	<p>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.</p>		
2.14	Suspension analysis and intervention	<p>Superintendent and Principal will analyze suspension data and facilitate interventions to students at-risk in order to reduce suspensions and maximize time in school for students who have been suspended.</p>		

Goal Analysis [2021-22]

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.

For this goal, there were no substantive differences in planned actions and/or implementation of these actions for the 2021-22 school year.

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.

NANCY????

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

Increasing the school counselor hours was an important priority which resulted in identified scholars participating in a standardized, strength based social-emotional and behavior assessment designed to measure social emotional competence. Based on the SEL screener data, Identified scholars were then grouped into 8 social-emotional domains and participated in small group weekly sessions with the school counselor to work on relevant domains. The LEA saw a significant drop in discipline referrals during the 2nd and 3rd trimesters, and, a small increase in academic achievement between 1st and 2nd trimester with these students.

The COVID-19 Pandemic created historic realities which significantly impacted families. Mental health realities have impacted the community and local, support services are impacted and sometimes difficult to obtain. While MPCS effectively utilized its' existing resources, needs were high and not always met in a timely way.

The LEA also created a new master schedule which included weekly Arts, STEM, and Outdoor Education classes for all grades TK-6. Manzanita's school philosophy sees enrichment/extension programs as an integral way to enable scholars to realize their potential in a variety of settings beyond the traditional classroom. Through education enrichment programs, MPCS believes scholars can develop a sense of self-awareness and understand their schoolwork better with enrichment programs that are in line with the school curriculum. Students also learn how to positively grow their interests and skills to have a more robust understanding of their potential.

A school attendance team met weekly to track absenteeism and to discuss ways to track and problem solve attendance issues. This effort resulted in stable attendance patterns, despite COVID-19 surges which occurred throughout the school year.

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.

Attendance patterns, which include tardies, is an area where the desired outcome has not been met. Looking ahead, the attendance team is planning to engage classroom teachers and the school site council for input into more creative and proactive ways to communicate the importance of school attendance and to problem solve attendance obstacles with the school's most vulnerable families.

Manzanita stakeholders have also requested the creation of a school liaison role to assist families with coordinating and acquiring support services in the areas of mental health, medical and dental needs, housing, and other life/work demands that could impede a student's ability to successfully attend and/or engage in school.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% 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.			by 2024, 100% of TK-6 instructional staff will engage in extensive professional learning on AVID strategies and approaches in order to support the reading and writing development of all elementary Special Education, English Learner, and General Education scholars.
% of instructional office staff trained on Microsoft Office Suite platforms	Baseline data will be established in Year 1	0% of instructional office staff attended trainings on Microsoft Office Suite Platforms			By 2024, 100% of office staff will be proficient in all Microsoft Office Suite platforms to more efficiently support daily tasks
Maintenance Team OSHA Academy training	Baseline data will be established in Year 1	Maintenance team did not attend OSHA Academy training. The team did attend a 2 day training on snake handling/disposal to assist with removal of these animals from the school campus.			By 2024, Maintenance operations will be trained in all school safety modules
% of instructional staff engaged in weekly professional learning community data-	Baseline data will be established in Year 1	100% of instructional staff engaged in weekly professional learning community			By 2024, 100% of instructional staff will be trained and able to fluidly move students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
driven intervention work (WinTime)		data-driven intervention work (Win-Time) throughout the school year.			in and out of ELA and Math interventions on a bi-weekly basis.
% of All staff trained in equity and bias principles	Baseline data will be established in Year 1	100% of all staff training in equity and bias Principles.			By 2024, 100% of staff will be trained in equity and bias awareness.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Instructional and TIPS coaching	Provide new and experienced teachers with high level coaching support on a weekly basis	\$114,475.00	No
3.2	Professional Consulting, Support Programs	<p>Provide teachers and instructional support staff access to professional learning focused on instructional strategies supporting all students, with particular attention to English Learners, Special Education, SED, and GATE learners.</p> <p>Professional consulting in the areas of English/Language Arts and Math will be available to teachers and administrators for support in focusing on students who are performing below standard. Renewed training in the area of effective small group learning instruction with paraprofessional support teams. Programs will be utilized to double and triple-dose students in need of additional instruction and practice. Instruction may also be provided during nonschool hours and during breaks in school. Providing strategies in supporting at-risk students including English Learners, foster youth, homeless youth, low income students will be the main focus.</p>	\$56,600.00	No

Action #	Title	Description	Total Funds	Contributing
		A secondary focus of the site will be in the further development of enrichment and 'growth' based learning opportunities for advanced scholars at every grade level.		
3.3	Vertical articulation	Provide all teachers and instructional support staff with time, protocols, and resources for vertical articulation related to their content areas and standards, with increased emphasis on ELA alignments with writing skills.	\$21,500.00	No
3.4	AVID Strategy building	The LEA, in collaboration with outside AVID experts, will facilitate WICR trainings to all instructional staff through a multi-year scaling up process for grades 2-6 classroom implementation	\$0.00	No
3.5	Microsoft Office Suite training	The LEA will provide all classified office staff with high quality training applicable to their work tasks to increase efficiency and confidence	\$8,400.00	No
3.6	Equity and Bias training	All staff will participate in customized workshops and trainings based on the LEA's organizational needs and ongoing data evaluation regarding equitable school-wide systems of educational delivery.	\$600.00	No
3.7	CAL/OSHA training	The Maintenance team will participate in a 30 hour safety certification training	\$5,000.00	
3.8	Introduction and establishment of Collective Teacher Efficacy (CTE) belief system	John Hattie training for all teachers to develop appropriately high, challenging expectations for scholars and to further determine what a year's growth for a year's input looks like.	\$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Classroom peer mentoring	Classroom teachers will be scheduled to visit different grade level classrooms to observe best peer practices. Collaborative feedback from visits will be shared during PD sessions.	\$4,000.00	

Goal Analysis [2021-22]

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle

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

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle

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.

Analysis of the 2022-23 goals will occur during the 2023-24 update cycle

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

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

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

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.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

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

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
404,496	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.36%	0.00%	\$0.00	11.36%

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

Required Descriptions

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

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

GOAL 1

Action 1-Common Assessments for instruction and Intervention

Action 2-Response to Intervention Staffing

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

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

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

Action 4-Extended Learning classes

Action 5-Extended day Math Intervention

Action 7-Extended hours for bilingual front office

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

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

GOAL 2

Action 1-Analyze and improve attendance patterns for subgroups

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

Action 2-Military student transition support

With 30% of Manzanita's student population being military dependents, the LEA recognizes these scholars experience unique, personal challenges. On average, military children change schools 6-9 times in their life. On average, military children move 3 times more often than their civilian peers. Tensions at home, enrollment issues/struggles, and adapting to new schools effects the capacity to learn. The LEA recognizes the challenges that multiple school transitions impose on military children and has created a Military Student Transition position to work with this population. This individual will focus first (but not exclusively) on those military dependents who are identified as low income, EL, and SPed populations.

Actions 3 & 4-Mental Health Services and Programs

During the past two COVID-19 pandemic related years, we have seen need-related to the social-emotional well-being and health of our scholars. Social-emotional issues, in some instances, significantly impacted the student's ability to learn, experience school connectedness, and find happiness. Students have faced many challenges and stressors related to coping with the impact of the pandemic. Underperforming groups, particularly low-income scholars, are facing exceedingly difficult circumstances and traditionally have limited access to mental health support in the community, In the two school years prior to the pandemic, the LEA began implementing a social emotional screener (DESSA), which was used, school-wide, to form small group behavioral sessions. These sessions, held with different students, focused on social-emotional lessons. Data was tracked regarding academic and behavioral progress. This data showed that underperforming scholars demonstrated greater progress when participating in DESSA small group sessions on a weekly basis. The LEA's decision to increase the school counselor position hours to 5 days a week will result in her ability to expand the DESSA small group program and ensure all underperforming scholars receives these services.

GOAL 3

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

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

Action 4-AVID Strategy Building

The AVID program (Achievement Via Individual Determination) model underlines a deep philosophy that high quality learning takes place, first and foremost, when every teacher and support staff member is inspired and connected with their students. Research based evidence shows that when an underperforming student makes a deep and positive connection with their school, achievement gaps narrow. The AVID program offers turn-key teaching techniques and classroom activities that educators can easily incorporate in their classrooms. AVID doesn't change what is taught, it changes how material is taught. The "how" in which material is taught is designed, specifically, to allow for better learning access for EL, low-income, and SpEd students.

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

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	20:1	

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	20:1	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,281,058.00	\$336,048.00		\$468,275.00	\$2,085,381.00	\$1,768,081.00	\$317,300.00

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

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Extended Learning Opportunities - Instructional Assistants in kindergarten	All	\$43,200.00				\$43,200.00
1	1.10	Family liaison specialist position		\$12,000.00				\$12,000.00
1	1.11	EL professional development		\$38,650.00				\$38,650.00
1	1.12	EL Instruction	English Learners Foster Youth Low Income	\$225,000.00				\$225,000.00
1	1.13	EL instructional materials					\$20,000.00	\$20,000.00
1	1.14	Expansion to a Grade 7 and 8 instructional model		\$10,000.00				\$10,000.00
2	2.1	Chronic Absenteeism response	All	\$73,500.00				\$73,500.00
2	2.2	Wellness and Social Emotional Programs and Supports	All	\$9,000.00				\$9,000.00
2	2.3	SEL-Screener	All	\$5,000.00			\$18,750.00	\$23,750.00
2	2.4	Mental Health Services	All	\$28,620.00			\$56,250.00	\$84,870.00
2	2.5	Partnerships with SEL vendors	All	\$2,500.00				\$2,500.00
2	2.6	School liaison support role	All	\$12,000.00				\$12,000.00
2	2.7	Update school camera system		\$10,000.00				\$10,000.00
2	2.8	Emergency Medical Technician (EMT) and health assistant Stipends		\$3,000.00				\$3,000.00
2	2.9	Parent Square		\$2,500.00				\$2,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Home/School Communication Platform						
2	2.10	Provide certificated PE teacher for TK-6 scholars		\$2,000.00	\$26,000.00			\$28,000.00
2	2.11	Social Emotional Focus						
2	2.12	Increased safety capacity		\$10,000.00				\$10,000.00
2	2.13	Parent outreach for EL, low income, military dependents						
2	2.14	Suspension analysis and intervention						
3	3.1	Instructional and TIPS coaching	All	\$58,000.00	\$11,000.00		\$45,475.00	\$114,475.00
3	3.2	Professional Consulting, Support Programs	All	\$35,000.00	\$21,600.00			\$56,600.00
3	3.3	Vertical articulation	All	\$21,500.00				\$21,500.00
3	3.4	AVID Strategy building	All					\$0.00
3	3.5	Microsoft Office Suite training	All	\$8,400.00				\$8,400.00
3	3.6	Equity and Bias training	All	\$600.00				\$600.00
3	3.7	CAL/OSHA training		\$5,000.00				\$5,000.00
3	3.8	Introduction and establishment of Collective Teacher Efficacy (CTE) belief system	All	\$7,500.00				\$7,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.9	Classroom peer mentoring		\$4,000.00				\$4,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,559,240	404,496	11.36%	0.00%	11.36%	\$411,734.00	0.00%	11.57 %	Total:	\$411,734.00
								LEA-wide Total:	\$186,734.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$355,000.00

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

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,661,365.00	\$1,445,920.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Common Assessments for Instruction and Intervention	No	\$177,400.00	202,263
			Yes		
1	1.2	Response to intervention staffing	No	\$173,523.00	\$133,523
			Yes		
1	1.3	K-6 Summer Program for low-income students	No	\$151,000.00	\$112,612
			Yes		
1	1.4	Extended Learning Programming	No	\$363,000.00	\$436,000
			Yes		
1	1.5	EL Supports	Yes	\$112,000.00	\$72,000
1	1.6	Bilingual front office support	Yes	\$38,000.00	\$44,370
1	1.7	Extended learning days	No	\$169,400.00	\$62,206
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Chronic Absenteeism response	No	\$76,000.00	\$71,920
2	2.2	Wellness and Social Emotional Programs and Supports	No Yes	\$36,500.00	\$9,000
2	2.3	SEL-Screener	No Yes	\$23,750.00	\$20,651
2	2.4	Mental Health Services	No	\$113,250.00	\$113,050
2	2.5	Partnerships with SEL vendors	No	\$8,500.00	\$6,750
3	3.1	Instructional and TIPS coaching	No	\$106,542.00	\$115,575
3	3.2	Professional Learning-Instructional Strategies	No Yes	\$80,000.00	\$46,000
3	3.3	Vertical articulation	No	\$21,500.00	0
3	3.4	AVID Strategy building	No	\$0.00	0
3	3.5	Microsoft Office Suite training	No	\$8,400.00	0
3	3.6	Equity and Bias training	No	\$600.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	CAL/OSHA training		\$2,000.00	0
3	3.8	Executive Functioning and self regulation	No		0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$416,794	\$694,323.00	\$633,193.00	\$61,130.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Common Assessments for Instruction and Intervention	Yes	\$152,900.00	152,900		
1	1.2	Response to intervention staffing	Yes	\$53,523.00	\$53,523	0	0
1	1.3	K-6 Summer Program for low-income students	Yes				
1	1.4	Extended Learning Programming	Yes	\$186,000.00	186,000		
1	1.5	EL Supports	Yes	\$86,000.00	\$46,000	0	0
1	1.6	Bilingual front office support	Yes	\$38,000.00	\$44,370	0	0
1	1.7	Extended learning days	Yes	\$56,400.00	56,400		
2	2.2	Wellness and Social Emotional Programs and Supports	Yes	\$36,500.00	9,000		
2	2.3	SEL-Screener	Yes	\$5,000.00	5,000		
3	3.2	Professional Learning-Instructional Strategies	Yes	\$80,000.00	80,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,318,250	\$416,794	0	12.56%	\$633,193.00	0.00%	19.08%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 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 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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