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 [2021-22]

General Information

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

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 25% EL Learners,30% military dependents, 56% 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, STEAM, GATE program, social emotional curriculum, and a scholar-led conference approach. The school's RTI program now includes daily ELA reteaching periods 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. 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 'frontload' 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 learning model, beginning during the 2021-22 school year, will focus on the expansion of Arts, STEAM, and outdoor learning curriculum to all TK-6 scholars. These extended 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 extended learning, which culminates in school wide project based celebrations and performances. Physical Education will be taught be 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 CaliforniaSchool Dashboard for 2020. This has influenced how our LEA is viewing 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 2018-19 school year, Manzanita Public Charter School saw significant academic achievement gains.   In the area of Language Arts, the school increased by 50.9 achievement points on the Smarter Balanced assessments. Overall, Manzanita moved from Orange to Green in ELA performance on the CA Dashboard, which was publicly recognized in the "top growth public tableau forum" that Riverside County Office of Education updates each year. Similar gains were seen in the area of Mathematics, with the school increasing 43.1 achievement points on the Smarter Balanced Assessments. Manzanita also moved from Orange to Green on the CA Dashboard in Math. The 2019 ELPAC scores showed that 60% of the school's English Language learners scored "high" on their language proficiency results.

Another area of success to call out is the LEA's response to the COVID-19 pandemic with the transformation of our programs to address the reality that virtual learning would need to replace in-person learning overnight. The LEA maintained a sharp focus on standards based instruction, created flexible and responsive schedules to support student learning, provided access to technology and connectivity for all, supported professional learning for staff to adapt to this new situation, adapted professional roles and responsibilities with all staff to meet the needs of scholars and their families, and supported students with exceptional needs throughout the pandemic. New systems of monitoring student engagement, with consistent outreach, including home visits, 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 this difficult and historic situation.   We also partnered with Lompoc Unified School District, the LEA's charter authorizer, to provide free, nutritious meals to all student in need during the duration of the Pandemic.

In the area of school culture and social emotional behavioral progress, the school's 2019 suspension rates declined by 2.6%. 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, 2021, shows a school wide average of 57.9% "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 20-21 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 has made significant progress in the area of facilities rehabilitation planning since the last LCAP was written. The three year facilities improvement grant (Prop 51) has now been merged with a robust Department of Defense PSMI facilities grant. The facilities rehabilitation grant design morphed from the original $780K project to a 30+ 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.

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 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 been strong (Green in both ELA and Mathematics), 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. A new master schedule is required 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 new 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, especially related to the impact that the COVDI-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 services for students with primary concerns in the areas of anxiety and depression.

LCAP Highlights

MPCS will continue to focus on four 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-including Bias and Equity training

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

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 our staff to the meet the academic, social-emotional and behavioral needs of our students. Finally, after Manzanita's team visit to Finland in October of 2019, the LEA is strongly committed to the Finnish educational design 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

For the engagement of stakeholders as required in the LCAP process, Manzanita used a multi-faceted approach. The LEA consulted with all stakeholder groups as required, including teachers, classified staff, parents, scholars, and the governance board in the development of the plan.

As in the past, MPCS sent out an LCAP stakeholder engagement survey to parents, teachers, and staff with the intent to gather feedback and suggestions related to the development of this LCAP. The survey was conducted during the months of September and January. We received 242 responses to the surveys from our stakeholders.

Additionally, the Manzanita staff and governance board participated in a 'vision' planning session, which included an exercise by which they were asked to create their ideal of a "perfect school" for our scholars. At this meeting, each group was asked to write their "ideal actions" on a sticky note and place that note under over-arching listed goals. In this way, groups were able to engage in active discussions around common themes and needs seen across the LEA, identifying priority actions and services that would be beneficial to meet the needs of our students.

Throughout the year, the LEA reviewed student data and circumstances related to the 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.

A summary of the feedback provided by specific stakeholder groups.

During our stakeholder engagement process we asked for input related to evaluating both our 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, as well as input to help guide our future planning.

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

Families shared ongoing challenges with connectivity; teachers working hard to make connections and support students through a screen; positive reviews around the use of Google Classroom; mixed reviews on the quality of distance learning mostly relating to connectivity; an appreciation of the Special Education staff (SpEd) department's ability to meet the needs of their students; an 80+% feedback desire to return to in person learning as quickly as possible.

Staff gave positive feedback on distance learning schedules. They suggested flexibility in scheduling of individualized Educational Programs (IEP's), 504's, and Student Study Teams (SST's) to provide parents greater access, using consistent assessments (STAR Renaissance) to be able to track student progress, and the need to ensure adequate tech support and connectivity to meet future needs.

The common trend that emerged in this overall section was the need for support with technology and connectivity as well as the desire to return to in person learning as soon as it was safe to do so.

The summary of survey feedback as it pertained to academic, social emotional, and mental health student supports:

Parents expressed 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 in-person learning as safely possible-including play and hands on learning. 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 needs of various scholars.

Staff recognized, early on, that the dual learning approach adopted in October, 2020, (simultaneous in-person AND virtual learning classrooms) was going to be challenging. Staff feedback confirmed this concern. Teachers and other instructional support staff communicated that while the dual learning model supported all scholars, these same scholars often struggled with limited support models due to the realities of a mixed instructional delivery platform.

When the LEA collapsed its virtual learning model in late February of 2021, staff quickly pointed to focusing on strengthening services and resources to mitigate learning loss, as well as a need to focus on social emotional health as it pertained to friendship interactions and classroom families.

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. Parents unanimously shared that the school's Disney-like mascot, "Manny the Mountain Lion's" daily home visits, was often a 'lifeline' to keeping their scholar engaged during long months of virtual learning. Manny dressed up in his costume, was driven by administration around the community, and delivered "PAWS" prizes to the front doors of students who were randomly selected in drawings held during the daily, virtual morning announcements when the entire school would be together for 10 minutes.

Staff also mentioned the effective use of Parent Square along with upper grades mentioning Google Classroom as an effective communication platform. Lower grades utilized SeeSaw as they found it more user friendly for their classrooms.

The common themes which emerged in this section centered around the need for continuous and creative, personal connections between staff and students.

Summary of survey feedback related to critical programs and services:

Parents continually expressed their desire for students to have in-person 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. Parents expressed that the LEA needed to continue to focus on safe ways to increase in-person learning opportunities by adjusting campus physical structures so as to be ready when waivers were permitted for in person learning. 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 once the Pandemic ebbed and it was safe to deliver such programs.

Staff feedback centered around a tighter master schedule approach for the 21-22 school year, a return to weekly, grade level data evaluations, and a desire for ongoing, behavioral intervention strategies and support.

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

Manzanita's stakeholder feedback was critical in the development of this LCAP. Throughout this Pandemic 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 extended learning opportunities which include arts, robotics, engineering, and outdoor and physical education programs. Stakeholders called out the need for fluid academic interventions that address unusual learning gaps brought on by virtual learning realties. Stakeholders also brought up the need for increased support and strategies with reluctant readers and writers.

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				
% of students with scores of "Meets" or "Exceeds" on the Mathematics portion of the California Assessment of	No current baseline available due to the suspension of the CAASPP for the 2019-20 school year. The baseline will be				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Performance and Progress (CAASPP(Priority 4	established on YEAR 1 outcome line after the results for the 2020-21 CAASPP administration				
Renaissance STAR- Elementary %of 3-6th grade students as meeting or exceeding grade level standards for ELA and Math on the May administration (third trimester) of the STAR assessments for reading and Math Priority 8	May 2020-21 STAR Results ELA: 59.9% MATH: 63%				ELA: 65% Math: 68%
Renaissance STAR- Early LIteracy %of TK-2 grade students as meeting or exceeding grade level standards for ELA and Math on the May administration (third trimester) of the STAR assessments for reading and Math Priority 8	May 2020-21 STAR Results Kinder ELA: 62.5% First ELA: 60.9 First MATH: 76.6 Second ELA: 50% Second MATH: 33.8%				ELA: 63% Math: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students either moving one level, maintaining their current level for only a second year, and/or meeting reclassification criteria based on the Summative ELPAC. Priority 4	No current baseline available due to the suspension of the Summative ELPAC for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 Summative ELPAC administration.				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
% of English Learners reclassified as English Proficient Priority 4	2019-20 results LEA Overall:				The % of English Learners reclassified (RFEP) =
% of targeted support students meeting their site defined growth target TK-6 ELA Reading-making progress to "benchmark" as measured by site reading assessments	Due to the impact of COVID-19 on our school schedules and structures in order to provide for distance learning and ultimately, full-time in person learning; interventions were not structured or tracked as in a traditional year. Therefore, baseline data will be set in Year 1.				60% of targeted support students will meet their site defined growth targets.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Trimester essential standards-70% mastery or above MATH Trimester Math essential standards- 70% mastery or above					
Implementation of the academic content and performance standards adopted by the State Board Priority 2	The LEA fully implements all California state adopted standards; Common Core ELA and Math; English Language Development; Next Generation Science Standards; History and Social Science; as well as Visual and Performing Arts, and Physical Education.				
How programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic knowledge and English language proficiency Priority 2	English learners gain academic knowledge and English language proficiency				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)				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)				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 school master schedule and monitored through CalPads and OASIS (SIS) The LEA also provides English Language				Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Development instruction and operates an inclusion model for students with disabilities as monitored through CalPads and OASIS (SIS)				
%Teachers are appropriately assigned and credentialed in subject areas Priority 1	2020-21 rates: 100%				Maintain
% Students have sufficient access to standards-aligned instructional materials Priority 1	2020-21 rates: 100%				Maintain
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				Maintain or improve

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$177,400.00	No
2	Response to intervention staffing	Provide all students identified for intervention with targeted strategies for support	$173,523.00	Yes
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	$151,000.00	Yes
4	Extended Learning Programming	The LEA will provide a variety of extended learning programs to provide supplemental instruction and support to students and students with exceptional needs.	$363,000.00	No
5	EL Supports	Increase personnel directly supporting English learner students.	$112,000.00	Yes
6	Bilingual front office support	Increase the FTE of our bilingual front office person to full time in support of student and family needs	$38,000.00	Yes
7	Extended learning days	The LEA will offer after school, targeted math instruction for SED, EL, and SpEd scholars	$169,400.00	No

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.04%	455,329

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

Required Descriptions

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

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 COVID0-19 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$894,323.00	$204,542.00		$562,500.00	$1,661,365.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,299,265.00	$362,100.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Common Assessments for Instruction and Intervention	$152,900.00			$24,500.00	$177,400.00
1	2	English Learners Foster Youth Low Income	Response to intervention staffing	$53,523.00			$120,000.00	$173,523.00
1	3	English Learners Foster Youth Low Income	K-6 Summer Program for low-income students				$151,000.00	$151,000.00
1	4	All	Extended Learning Programming	$186,000.00	$125,000.00		$52,000.00	$363,000.00
1	5	English Learners Foster Youth Low Income	EL Supports	$86,000.00	$26,000.00			$112,000.00
1	6	English Learners Foster Youth Low Income	Bilingual front office support	$38,000.00				$38,000.00
1	7	All	Extended learning days	$56,400.00			$113,000.00	$169,400.00
2	1	All	Chronic Absenteeism response	$76,000.00				$76,000.00
2	2	All	Wellness and Social Emotional Programs and Supports	$36,500.00				$36,500.00
2	3	All	SEL-Screener	$5,000.00			$18,750.00	$23,750.00
2	4	All	Mental Health Services	$27,000.00	$30,000.00		$56,250.00	$113,250.00
2	5	All	Partnerships with SEL vendors	$8,500.00				$8,500.00
3	1	All	Instructional and TIPS coaching	$56,000.00	$23,542.00		$27,000.00	$106,542.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Professional Learning-Instructional Strategies	$80,000.00				$80,000.00
3	3	All	Vertical articulation	$21,500.00				$21,500.00
3	4	All	AVID Strategy building					$0.00
3	5	All	Microsoft Office Suite training	$8,400.00				$8,400.00
3	6	All	Equity and Bias training	$600.00				$600.00
3	7		CAL/OSHA training	$2,000.00				$2,000.00
3	8	All	Executive Functioning and self regulation					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$177,523.00	$474,523.00
LEA-wide Total:	$177,523.00	$474,523.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$124,000.00	$301,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	Response to intervention staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,523.00	$173,523.00
1	**3**	K-6 Summer Program for low-income students	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$151,000.00
1	**5**	EL Supports	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$86,000.00	$112,000.00
1	**6**	Bilingual front office support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$38,000.00	$38,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

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

Requirements and Instructions
This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.