California Department of Education  
January 2021

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

## [Annual Update](#_heading=h.gjdgxs) for the 2019–20 Local Control and Accountability Plan Year

| **Local Educational Agency (LEA) Name** | **Contact Name and Title** | **Email and Phone** |
| --- | --- | --- |
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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

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

[State and/or Local Priorities](#_State_Priorities_1) addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities: 3, 4, 5, 6

#### [Annual Measurable Outcomes](#Instructions_AU_AnnMeasOutcomes)

| Expected | Actual |
| --- | --- |
| 60% attendance | 62% |
|  |  |
|  |  |

#### [Actions / Services](#_Actions/Services_1)

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

#### Goal [Analysis](#_heading=h.30j0zll)

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

n/a

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

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

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

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

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

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

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

n/a

#### Analysis of In-Person Instructional Offerings

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

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

### Distance Learning Program

#### Actions Related to the Distance Learning Program

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

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

n/a

#### Analysis of the Distance Learning Program

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

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

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

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

Distance Learning Professional Development

Staff Roles and Responsibilities

Support for Pupils with Unique Needs

### Pupil Learning Loss

#### Actions Related to the Pupil Learning Loss

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

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

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

#### Analysis of Pupil Learning Loss

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

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

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

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

### Analysis of Mental Health and Social and Emotional Well-Being

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

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

### Analysis of Pupil and Family Engagement and Outreach

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

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

### Analysis of School Nutrition

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

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

### Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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

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

N/A

### Overall Analysis

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

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

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

Manzanita will either continue using the Imagine Learning Galileo ELA assessment or switch to the HMH Reading Inventory and Phonics Inventory for initial screening and diagnostic data, as well as on designated days throughout the year to monitor progress of students. Students with unique needs will be prioritized for support in the learning center, support with an instructional aide, and for expanded learning opportunities.

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

[Add text here]

## Overall [Analysis](#_heading=h.30j0zll) of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

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

## Instructions: Introduction

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

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

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

### Annual Update

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

#### Annual Measurable Outcomes

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

#### Actions/Services

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

#### Goal [Analysis](#_ANALYSIS_1)

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

* If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
* Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### Annual Update

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

### Actions Related to In-Person Instructional Offerings

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

#### Analysis of In-Person Instructional Offerings

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

### Actions Related to the Distance Learning Program

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

#### Analysis of the Distance Learning Program

* Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  + Continuity of Instruction,
  + Access to Devices and Connectivity,
  + Pupil Participation and Progress,
  + Distance Learning Professional Development,
  + Staff Roles and Responsibilities, and
  + Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

### Actions Related to Pupil Learning Loss

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

#### Analysis of Pupil Learning Loss

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

### Analysis of Mental Health and Social and Emotional Well-Being

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

### Analysis of Pupil and Family Engagement and Outreach

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

### Analysis of School Nutrition

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

### Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

* Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  + As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
* Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
* Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall [Analysis](#_ANALYSIS_1) of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

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

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