

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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Manzanita Charter Middle School (MCMS) is a parent teacher cooperative model where the school relies on the parents to support and assist the school’s operation and educational function. Parents and their extended family members are key educational partners for Manzanita. Other educational partners for MCMS include teachers, principal, administrators, other school personnel and the students themselves. The MCMS board are elected parents that have students attending the school and therefore are acutely aware of educational and social development of students. The Board serves committee roles on all aspects of Manzanita’s governance including EL, LCAP, Outreach & Attendance, and promotional under the guidance and recommendation from the Executive Director and Director of Business Services.

MCMS budgeted \$532,000 for the LCAP in the 2021-2022 school year. An updated budget forecast has shown that MCMS is expected to receive \$663,532 in funding. MCMS has engaged and plans to continue to engage our educational partners on the use of the remaining \$131,592 not accounted for in 2021-2022 LCAP.

MCMS has a longstanding practice of involving the school community in current operations and key decision making. Budget information is disseminated primarily through school board meetings. The Director of Business Services provides monthly budget updates and feedback is sought from not only the fiscal chair and other board members but also the community at large. Specifically, a survey was taken at the beginning of the year during orientation. Students, parents and teachers provided input on the areas that

should be expanded and focused on. Further engagement with educational partners about the direction of this funding took place at back-to-school night and at parent/teacher conferences.

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

MCMS is qualified for the concentration grant due to the fact that the school campus has an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent of all students. MCMS concentrates all of its funding to improve student learning and the student learning environment. Based on parent, teacher, student and staff input, funds are provided to address the identified needs. Those needs can be summarized into improving student learning and students' involvement in personal growth and participation. Examples of services include after school tutoring, additional staff for counseling, creation of Intensive classes for specific ELA and Math support as well as expanding educational opportunities in language, arts and technology.

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

Manzanita has continually engaged with all educational partners through sharing information, collaborating, gathering input, membership meetings, staff meetings, and conversations (pickup/drop off days etc.). In March 2021, approximately 64% of our parents completed a survey that included options for expanded learning. The survey results were consistent with ongoing conversations among all stakeholders.

At the back-to-school night held in person on September 29, 2021, the staff, parents, and students were surveyed about possible options for the ESSER III funds. The specific member groups being engaged about this spending plan include: Students; Families, (including families that speak languages other than English), School and district administrators (including special education administrators); Teachers, principals, school leaders, other educators, school staff. Additionally, Manzanita engaged with individuals representing the needs of underserved students. This includes students who are low-income; students who are English learners; students of color; students with disabilities; and migratory students. Open access to our Board meetings wherein the ESSER III plan was discussed was also available to interested parties. Additionally, the MCMS Board, representing students and parents, provided additional input on use of the one-time federal funds during several board meetings.

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

ARPA and ESSER funds assisted the school in maintaining instructional staff, curriculum and instructional schedule despite declining enrollment due to COVID, family struggles, and displacement issues. Additionally, funds were allocated under the safe return to school designation to purchase COVID-19 related supplies and also pay for increased cleaning and custodial services.

In the LCAP, it was determined that MCMS would focus on two goals; 1. Improve student engagement and rebuild school culture. 2. Support students academically, specifically in English Language Arts (ELA) and Math as well as increased Social Emotional Support (SEL). Funding provided under the ARPA and ESSER programs targeted these goals. Actions directly funded by these plans include; Extended instructional learning time and improving student engagement, Implementation of learning supports and after school tutoring, and provide a full time STEAM teacher and class.

MCMS found success in extending instructional learning time and improving student engagement. This was achieved through a bolstered Summer School program, afterschool enrichment activities and the expansion of our lunch time and after school tutoring program. Implementing learning supports proved to be a small challenge. Imagine Math continued to be a success but adding additional interactive curriculum programs was a little more difficult. Ultimately, new ELA and ELD support programs were purchased and integrated through clever for the students to utilize. Finally, our STEAM class has continued to run throughout the year thanks to the funding in these plans. Our students enjoy this class tremendously and STEAM projects are often highlighted school wide.

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

MCMS has used the 2021-2022 LCAP as a basis for providing direction and goals for the school. As such, fiscal objectives fall under this plan and work to support the goals and actions of the LCAP. All action items are being followed and all student needs are being actively met. Additionally, the budget outlined in the ESSER III is being strictly followed and all actionable items are being implemented.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021