

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Manzanita Public Charter School		
Contact Name and Title	Suzanne Nicastro, Executive Director/Principal	Email and Phone	<a href="mailto:suzanne.nicastro@manzanitacharterschool.com">suzanne.nicastro@manzanitacharterschool.com</a> (805) 734-5600

## 2017-2018 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Manzanita's Strength Based Workshop (SBW) Model was designed 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 28% EL Learners, 30% military dependents, 61% high poverty scholars, and 5% GATE designated/high achieving scholars. The school's diverse population of learners demands teacher differentiation and unique instructional design. This 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, Spanish pathways, GATE program, social emotional curriculum, and scholar-led conferences.

The school's RTI program includes a push-in approach where, while in the same classroom, credentialed tutors teach whole group instruction to grade level scholars. At the same time, highly qualified classroom teachers deliver small group and individual reading instruction using Reading Recovery and Leveled Literacy Intervention programs designated for scholars scoring significantly below Level 3 on the SBW Language Arts assessments. As part of RTI, essential math standards are assessed and retaught by grade level professional learning communities. In addition, all EL Learners, as well as the school's identified below grade level learners, spend 30 minutes a day on Imagine Learning for additional vocabulary, grammar, and reading development. 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's visual and performing arts programs also play an important role in meeting scholar needs through the SBW model. Credentialed art and music teachers align instruction to complement common core standards and individual scholar interests. Scholars receive 80 minutes of visual and performing arts instruction each week, which culminates in school wide musical concerts and art showcases.

The Spanish program is run by a highly qualified, BCLAD teachers, who deliver Spanish instruction using the instructional workshop model. All scholars receive Spanish instruction for 40 minutes per week. In addition, approximately 50 EL scholars receive an additional 40 minutes of Spanish class, per week, which focuses on Spanish literature lessons to further develop bilingual skills. The data for this group of scholars is tracked and evaluated to measure the overall achievement in the areas of Language Arts.

To meet the needs of gifted scholars, Manzanita utilizes two GATE trained teachers for third-sixth grade. 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.

Finally, during the workshop model, scholars are regularly held accountable for their learning process. This is further celebrated during scholar led conferences. These annual, trimester conferences allow scholars to evaluate their own learning and communicate their successes and struggles to both parent and teacher. In this way, 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 which identify common core progress as correlated by the State Board of Education.

The over-arching goal of the SBW model is to dramatically decrease the achievement gap and continue to help scholars identify and improve on their individual strengths to a deeper level through the various programs listed above. In order for scholars to produce high levels of independent work there is also a school-wide focus on character development as a key partner in improving student learning. We do this by (1) implementing extremely focused routines and procedures school-wide, (2) identifying four key character traits to develop, model, and practice with scholars (love, curiosity, kindness, and honesty), (3) by utilizing a “peacekeeper program” in which 30 trained scholars help solve problems on the playground and busses by guiding students to talk through their disagreements.

## LCAP HIGHLIGHTS

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

1. 1:1 Chromebooks in grades 3-6
2. Common Core Math adoption (Bridges)
3. Adoption of student run Peacemaker Program
4. Ron Clark Character Development Training
5. Arts expansion
6. Professional Learning Community (PLC's) established school-wide
7. Establishment of an English Language Development (ELD) Coordinator position
8. Establishment of Literacy Coach positions
9. Drama Coach Stipend position created
10. High Speed Internet infrastructure built
11. Establishment of Vice Principal position
12. Parent University Class Program built
13. Creation of Crisis Team (and school manual)
14. Establishment of an Honor Choir
15. Establishment of Grade 1/2 reading recovery/Leveled Literacy Intervention (LLI) Program

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## **GREATEST PROGRESS**

The most significant progress made is with the school’s English Language Learner scholars. These students scored two deviations higher (blue dashboard score) than most of their peers. In addition, CELDT scores show that EL scholars make significant academic improvement/growth once they transition into their 5<sup>th</sup> and 6<sup>th</sup> grade years at Manzanita. We believe there are several factors which are contributing to this high achievement:

1. The school’s reader/writer workshop model encourages a great deal of verbal speaking and ongoing interaction with academic vocabulary and language.
2. The introduction of a weekly, Spanish literature class (in addition to a weekly Spanish skills class) encourages language development in the Spanish language—which we believe helps EL’s recognize similar language development in English.
3. All EL’s receive 30-45 minutes of daily instruction with Imagine Learning—specifically targeting key areas of language need.
4. All EL’s who score below a Level 3 receive 4 days a week of Leveled Literacy Intervention (designated EL) small group instruction in reading and writing by a trained and credentialed classroom teacher.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

Manzanita’s performance indicators show us that there is room for improvement in both Language Arts (orange) and Mathematics (Red) categories. The school believes the 2016 performance indicators are not true indicators of overall student ability as the 2016 testing cycle was the school’s first baseline approach using the online testing system. Due to repeated delays with the CDE’s BIIG grant, a grant which increased our site’s bandwidth capabilities to run the test, MPCS students had no practice/interaction time with the online CASSPP system until they actually took the test for the first time. We believe this lack of preparation likely resulted in compromised scores.

That explanation aside, the school’s internal trimester benchmarking tests, particularly in Mathematics, tell us we need to focus on basic math skills, especially in the areas of concepts and procedures. The data shows us that scholars are significantly stronger in the area of communicating math reasoning skills which we attribute to the school’s workshop model of instruction. MPCS plans to expand mathematical rules and ideas practice by designating class time for the Front Row online program as well as after school homework practice in these areas. MPCS also plans to ensure that the new math curriculum (Bridges) “numbers corner” component, is delivered daily in each classroom.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

## **PERFORMANCE GAPS**

Manzanita’s LCFF performance indicators show us that the school’s socio-economically disadvantaged students (61% our population) demonstrate the greatest need for resources. This group scores significantly lower than other groups. In the area of Language Arts, white students scored a level 4 while Socio-economically disadvantaged students scored a level 2. In mathematics, the performance gap was more pronounced, with white students scoring a level 4 and socio-economically disadvantaged students scoring a level 1. We see similar results in the area of the school’s mathematics unit tests and leveled literacy reading interventions.

Manzanita plans to take the following steps to address these performance gaps:

Establishment of weekly, small group counseling sessions for at-risk students

Adoption of an AVID elementary program

Establishment Front Row Math program web based platform for after school use practice

Establishment of a new social-emotional curriculum

Development of a systematic academic vocabulary program

## **INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English Learners, and foster youth.

Increased behavioral and mental health services

Adoption of elementary AVID program

Adoption of social-emotional curriculum-school-wide

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$3,890,614

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$300,148

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures not included in LCAP may include certificated salaries for classroom, certificated administration, classified salaries outside of goals (clerical, support staff) benefits, special education, facility upgrades, insurance and other operating costs.

\$3,483,903

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016/2017

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Provide high quality classroom instruction aligned to common core state standards, with academic interventions in place to eliminate barriers to academic success.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Smarter Balanced ELA: 2016 Baseline established-first year of online testing,

Math: 2016 Baseline established-first year of online testing

CST Science: 65%

Progress toward grade level proficiency in ELA as measured by Imagine Learning

Parent surveys will reflect majority satisfaction with Spanish Pathways and ELD instruction and progress

CALPADS annual credential report will reflect 100% of certificated staff as qualified

#### ACTUAL

Smarter Balanced ELA: Level 2 Standard Nearly met

Smarter Balanced Math: Level 1: Standard Not met

CST Science: 71%

Imagine Learning progress: 8% overall improvement in grade level reading

Leveled Literacy Reading Intervention program: 72% of LLI students improved 6 months or more in reading/ comprehension/writing skills

Parent surveys show 98% high satisfaction with Spanish Pathways and ELD instruction and progress

CALPADS reflect 100% of highly qualified certificated classroom teachers

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue Manzanita’s culture of continuous improvement by implementing best practices and providing ongoing, weekly professional development for teachers and staff</p> <ol style="list-style-type: none"> <li>1. Research based instructional strategies</li> <li>2. Reading/Writing Workshop model</li> <li>3. CASSPP Math</li> <li>4. Grade level collaboration</li> <li>5. NGSS Science</li> </ol>	<p><b>ACTUAL</b> Continue Manzanita’s culture of continuous improvement by implementing best practices and providing ongoing, weekly professional development for teachers and staff</p> <ol style="list-style-type: none"> <li>1. TK-6 Math Common Core Math Adoption</li> <li>2. Grade level Professional Learning Communities established</li> <li>3. Spelling/handwriting program added to Reader/Writer workshop model</li> <li>4. Technology training (all-day October PD) of shared best practices</li> </ol>
<p>Expenditures</p>	<p><b>BUDGETED</b> <b>(LCFF BASE) \$66,200 (LCFF SUPP) Expenditures include training, materials, and personnel.</b></p>	<p><b>ESTIMATED ACTUAL</b> <b>\$66,000 in Professional Learning time (PD Wednesdays and Saturday workshops) 1000/3000</b></p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b> Ensure teacher/student access to instructional materials, including digital, that are aligned to CACCSS</p> <ol style="list-style-type: none"> <li>1. Instructional materials</li> </ol>	<p><b>ACTUAL</b> Ensure teacher/student access to instructional materials, including digital, that are aligned to CACCSS</p> <ol style="list-style-type: none"> <li>1. Instructional materials-guided reading books distributed in classrooms</li> <li>2. Classroom library expansion</li> <li>3. RAZ Kids online platform reading support</li> <li>4. Front Row online platform Math support</li> </ol>
<p>Expenditures</p>	<p><b>BUDGETED</b> <b>\$18,000 (LCFF Base) Expenditures include curriculum, books, and classroom libraries</b></p>	<p><b>ESTIMATED ACTUAL</b> <b>\$11,000 Guided reading 4300</b> <b>\$2,500 Online platforms 4300</b> <b>\$9,000 Classroom libraries 4300</b></p>

Actions/Services

**PLANNED**  
 Support programs that provide opportunities for a broad course of study that supports CACSS for all scholars

1. Gifted and Talented Education
2. Transitional kindergarten
3. Visual and Performing Arts
4. Drama Coach Stipend
5. Reading recovery teacher/tutor

**ACTUAL**  
 Drama Coach stipend created-increased weekly drama lessons

1. Grades ½ reading recovery combo created-7 hr. a day teacher/tutor
2. Expansion of Leveled Literacy small group interventions (Grades 3-6) 6 hour a day teacher/tutor
3. Addition of music theory classes (Grades 3-6)
4. Stand-alone TK classroom-teacher tutor added 2 hrs per day
5. GATE project based learning- Annual “Exhibition Night” created for community involvement

Expenditures

**BUDGETED**  
**\$64,837 (LCFF base) Expenditures include materials, professional development, and personnel**

**ESTIMATED ACTUAL**  
**\$72,810 Salaries (1000/3000)**  
**\$200 – Supplies (4300)**

Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b> Recruit and retain highly qualified staff. Ensure that all staff (100%) are appropriately credentialed for their assignments</p> <p>4% raise and employer sponsored LTD and Life Insurance package Teacher Induction Program paid by District</p>	<p><b>ACTUAL</b> Recruit and retain highly qualified staff. Ensure that all staff (100%) are appropriately credentialed for their assignments</p> <p>4% raise and employer sponsored LTD and Life Insurance package Teacher Induction Program paid by District</p> <p>Teacher paid stipends for Literacy Coaches; Drama Coach; Yearbook Advisor; Technology Coach</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> <b>\$75,000; 750.00 (LCFF)</b></p>	<p><b>ESTIMATED ACTUAL</b> <b>\$73,032 4% increase estimated (LCFF)</b> <b>\$6,000 Life Insurance Package</b> <b>\$14,000 Teacher Induction Program</b> <b>\$10,000 Stipends for coaches</b></p>

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b> Provide instructional materials and support for staff to eliminate barriers to academic success for lowest performing subgroups</p> <p>Supplemental instructional materials, including digital programs, that are aligned with CACCSS</p> <p>EL Coordinator position EL Tutor position</p>	<p><b>ACTUAL</b> Provide instructional materials and support for staff to eliminate barriers to academic success for lowest performing subgroups</p> <p>Supplemental instructional materials, including digital programs, that are aligned with CACCSS</p> <p>EL Coordinator position EL Tutor position Expanded counseling services Psychologist intern position Parent classes-Raising Resilient Kids</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> <b>\$5,000; 19,686; 10,000 (LCFF SUPP)</b> <b>expenditures include .25 EL Coordinator .50 EL tutor/instructional materials</b></p>	<p><b>ESTIMATED ACTUAL</b> <b>\$15,000 EL Coordinator (25% of EL Coordinator salary) 1000/3000</b> <b>\$10,000 Teacher Tutor @ 50% for EL 1000/3000</b> <b>\$16,000 FSA Counselor 5800</b> <b>\$17,500 Psychologist 1000/3000</b> <b>\$10,000 Parent Classes 1000/2000/3000/4300</b></p>

Action

# 6

Actions/Services

**PLANNED**  
Provide opportunities for supplemental, targeted small group instruction as well as additional ELA practice and support for students

1. Imagine Learning software
2. Professional Development
3. Support for Reading Recovery
4. Classroom Tutor

**ACTUAL**  
Provide opportunities for supplemental, targeted small group instruction as well as additional ELA practice and support for students

1. Imagine Learning (Year 2 of 3 year contract)
2. Reading Recovery Teacher/Tutor
3. LLI PD training/materials
4. Upper grade LLI tutor (3-6)

Expenditures

**BUDGETED**  
\$27,000; 6,000; 1,200; 20,000 (LCFF)  
Expenditures include Imagine Learning, Reading Recovery, professional development and personnel

**ESTIMATED ACTUAL**  
**\$22,800 Imagine Learning 5800**  
**\$17,500 Reading Recovery Teacher Tutor 1000/3000**  
**\$0 LLI PD materials**  
**\$15,750 LLI tutor @ 4 hrs / day 1000/3000**

## Goal 2

Ensure access to, and mastery of 21<sup>st</sup> Century Learning Tools, skills, and resources for students and staff in order to meet the targets for technology based learning and assessments.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

80% of all students will have access to high quality digital resources  
 95% of students in grades 3-6 will successfully complete CAASPP on-line testing  
 Train 75% of teachers and instructional staff on instructional best practices for technology

#### ACTUAL

100% of all student have access to high quality digital resources  
 99% of students in grades 3-6 successfully completed CAASPP on-line testing  
 100% of teachers/instructional staff received PD training on technology best practices

Action

1

Actions/Services

#### PLANNED

Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to common core standards

1. Hardware and software upgrades
2. High speed internet access/wireless
3. SBCEO Technology Portal resources
4. CCSS Digital Library Resources
5. Purchase of 100 Chromebooks

#### ACTUAL

Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to common core standards

1. Hardware and software upgrades
2. High speed internet access/wireless
3. SBCEO technology portal
4. CCSS Digital Library And interim assessment Resources
5. Purchase of 185 Chrome books

Expenditures

\$28,400.00 (LCFF Base)

Expenditures included personnel and infrastructure enhancements

#### ESTIMATED ACTUAL

\$9,000 Supplies and contracts for upgrades 4000/5000  
 \$2850 Portal from SBCEO 5800  
 \$68,107 Chromebooks and technology 4400/4300

# 2

Action	<b>PLANNED</b> Provide professional development for integrating 21 <sup>st</sup> century skills, tools, and teaching strategies into classroom practice <ol style="list-style-type: none"><li>1. Technology training</li><li>2. Intra-school observations and collaboration</li><li>3. Site visits</li></ol>	<b>ACTUAL</b> Provide professional development for integrating 21 <sup>st</sup> century skills, tools, and teaching strategies into classroom practice <ol style="list-style-type: none"><li>1. Technology training</li><li>2. Intra-school observations and collaboration</li><li>3. On-line platform training</li></ol>
Actions/Services	<b>BUDGETED</b> \$2,500 (LCFF Base) Expenditures include personnel and training costs	<b>ESTIMATED ACTUAL</b> \$20,000 teacher tutor @ 50% - technology training for staff 1000/3000  -0- cost for intra school observations, PD Wednesday for collaboration TBD  \$-0- for on line platform training
Expenditures		

# Goal 3

Create a safe, welcoming, and inclusive climate for all students and their families so that students are present and on-time in their classrooms, ready to learn.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Maintain and increase current ADA  
Majority positive responses on Manzanita Climate Survey  
Increase home/school communication  
Reduce tardies  
Decrease annual suspension rate

### ACTUAL

ADA was stable  
98% positive responses on Manzanita Climate Survey  
Increased home/school communication via new school app and emergency dial-a-phone system  
48% tardy reductions  
Slight 3% increase in annual suspension rate

Actions/Services

**PLANNED**  
 Implement a school-wide comprehensive safety plan to support the knowledge and training of all stakeholders to ensure safe work and school environments

1. Emergency Preparedness
2. Comprehensive Safety Plan

Establishment of full-time Vice Principal position

**ACTUAL**  
 Implement a school-wide comprehensive safety plan to support the knowledge and training of all stakeholders to ensure safe work and school environments

1. Emergency Preparedness-including a new Crisis Team Manual
2. Comprehensive Safety Plan

Establishment of full-time Vice Principal position  
 Establishment of a part-time school nurse position  
 Implementation of security cameras school-wide  
 Implementation of new classroom phone system  
 Purchase of 20 additional school radios

Expenditures

**BUDGETED**  
 5,000 (LCFF Base) Expenditures include supplies and training

**ESTIMATED ACTUAL**  
 VP Position : \$85,000 (1000/3000)  
 Part Time Nurse : \$30,000 (1000/3000)  
 Security Cameras – completed June 2016  
 Phone System – completed June 2016  
 School Radios \$1800 (4400)

Action

2

Actions/Services

**PLANNED**  
 Identify and develop programs that support the emotional and physical well being of students

1. Character Development programs
2. Anti-bullying, cyber-bullying training
3. Ron Clark Academy training
4. Peacemaker Program
5. Adoption of Social Emotional curriculum

**ACTUAL**  
 Identify and develop programs that support the emotional and physical well being of students

1. Discussion and identification of 4 school-wide Character traits adoption
2. Anti-bullying, cyber-bullying training-The Soule Shop assembly/follow up trainings
3. Ron Clark Academy training-5 staff members
4. Ongoing Peacemaker Program training
5. Research and discussion of Social Emotional curriculum Adoption

Expenditures

**BUDGETED**  
 \$10,000 (LCFF Base)  
 Expenditures include personnel, programs, and materials

**ESTIMATED ACTUAL**  
 \$1,800 (PD Wed @ 2 hrs) 1000/3000  
 \$1,700 Contract for assemblies 5800  
 \$6,400 Staff conference/travel 5800/5200  
 \$500 supplies for peacemaker program 4300  
 \$3,600 PD Wednesday (2) 1000/3000

Action

3

Actions/Services

**PLANNED**  
 Encourage and promote home/school Communication

1. Social media development
2. Website
3. Smartphone app and other notification systems
4. Establishment of Vice Principal position

**ACTUAL**  
 Encourage and promote home/school Communication

1. Social media development-regularly updated Facebook Page
2. Website regularly updated
3. Smartphone app and other notification systems
4. Establishment of Vice Principal position

Expenditures

**BUDGETED**  
 \$2,500 (LCAP Base)  
 Expenditures include personnel

**ESTIMATED ACTUAL**  
 \$750 Staff time for Facebook 2000/3000  
 \$1,200 Website 5800  
 \$1,000 Smartphone App 4300  
 \$95,000 VP Position 1000/3000

# 4

Actions/Services

**PLANNED**  
 Support Spanish Speaking and limited English speaking families to participate fully in their child’s education, school programs, and activities

1. Spanish speaking school liaison
2. Translations for written communication

**ACTUAL**  
 Support Spanish Speaking and limited English speaking families to participate fully in their child’s education, school programs, and activities

1. Hiring of full-time Spanish speaking (bilingual) front office clerk
2. Translations for written communication
3. Spanish translation for smartphone school app
4. Spanish translation for parent/teacher conferences
5. Professional development training for best practice translation techniques

Expenditures

**BUDGETED**  
 \$29,000 (LCAP Supp)  
 2.25 Liaisons and translations

**ESTIMATED ACTUAL**  
 \$9,000 Front Office clerk 2000/3000  
 \$8,000 (estimated hours for admin time for translations) 2000/3000

# Stakeholder Engagement

LCAP Year  2017–2018  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Throughout the 2016-2017 school year, Manzanita met and consulted regularly with the following groups regarding the LCAP. Our LEA involved stakeholders in the development of this LCAP through the following processes:

### **MPCS Staff**

Staff meets each Wednesday from 1-3 pm for Professional Development (PD) meetings. A PD calendar, with dates/times for identified topics of training, work, and PLC meetings was given to each staff member. There were four Wednesday PD meetings dedicated to Local Control and Accountability (LCAP) discussion as well as an all day PD training in March, 2017, for final analysis and recommendations.

Staff and parent surveys were administered and reviewed.

Site administrators met with their classified staff members to explain the LCFF and LCAP processes and to provide information on how to also access the survey and provide LCAP goal/actions feedback.

### **MPCS Parent Community**

All parents were invited, via the school app and Facebook posts, to a back to school night meeting.

A parent survey was conducted via the school app as well as being available, in the classrooms, during parent/teacher scholar led conference week.

### **MPCS Governing Board**

A board retreat was held on Saturday, March 11, 2017, for LCAP planning and input.

### **Review of Local Control and Accountability Plan (LCAP) Draft**

Presented draft of LCAP with advisory committees (School Site Council)

Presented draft of LCAP to Manzanita Governing Board on Wednesday, May 10, 2017

LCAP presented to MPCS Governing Board for final approval on Wednesday, June 14, 2017

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

In addition, groups were prompted to reflect on state/local achievement data, as well as parent/staff surveys, when making these recommendations. Staff and parent survey results were made available to help guide recommendations. This process resulted in a strong confirmation of the school's current goals/direction. It was unanimously felt that the school's three overarching goals remain the same, with the exception of adjusting Goal 2 to include critical thinking. The MPCS staff expressed a need for improved approaches in the areas of behavioral and mental health support for students. Surveys completed by staff and parents also reflected a desire to continue with the expansion of Arts instruction as well as to seek ways to create cross-curricular project based learning opportunities for scholars. Discussions with the school site council reflected the need for continuous and strategic improvement of student achievement and tracking that achievement in a more linear way. All stakeholders communicated that while the majority of the school's goals/actions should continue to be supported, it was very important to increase accountability/results around these actions. Thus, each stakeholder group committed to help analyze (on a trimester basis) internal and external performance data so as to more quickly adjust actions when needed.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 1

Provide high quality classroom instruction aligned to common core state standards, with academic interventions in place to eliminate barriers to academic success.

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

Stronger Academic achievement in the areas of ELA and Math performance with socio-economically disadvantaged students

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018		
Smarter Balanced ELA/Math Assessments	ELA: 42.8 points below Level 3 MATH: 67.8 points below level 3	ELA +3 MATH +3		
ELA/Math Trimester internal benchmarking	ELA: 30% mastery of grade level reading standards Math: 25% grade level mastery of new trimester benchmarks	ELA: 35% mastery of grade level reading standards MATH: 30% grade level mastery of trimester benchmarks		
Leveled Literacy Intervention data	ELA: 3-6 month reading level gap closure for 22% of students	ELA: 3-6 month reading level gap closure for 25% or more students		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-2018	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Adoption and implementation of school-wide Social-emotional curriculum/program (including character traits)	N/A	N/A

BUDGETED EXPENDITURES

2017-2018		
Amount	\$73,000	
Source	Title I, Sums Grant, LCFF	
Budget Reference	1000/3000/5000	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)]__Grades1-6
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:Grades1-6_____

ACTIONS/SERVICES

2017-2018	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Leveled Literacy Intervention-small group instruction-teacher tutor program	N/A	N/A

BUDGETED EXPENDITURES

2017-2018			
Amount	\$48,000		
Source	LCFF, Title I		
Budget Reference	1000, 3000		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]at-risk students
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: Grades TK-6

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-2018	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Expansion of strategic small group counseling services	N/A	N/A

BUDGETED EXPENDITURES

2017-18			
Amount	\$32,000		
Source	LCFF, Title I		
Budget Reference	5000		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Development of a school wide, systematic, academic vocabulary program	N/A	N/A

BUDGETED EXPENDITURES

2017-18			
Amount	\$12,000		
Source	LCFF		
Budget Reference	4000		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____ XGrades 3-6 _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-2018	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Development of Project Based Learning activities in Grades 3-6	N/A	N/A

BUDGETED EXPENDITURES

2017-18			
Amount	\$13,148		
Source	LCFF, Local		
Budget Reference	1000/3000/4000		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-2018	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Expand Front Row Math program to include data reports and home skills practice	N/A	N/A

BUDGETED EXPENDITURES

**2017-2018**

Amount	\$4,000		
Source	LCFF		
Budget Reference	4000 Supplies		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-2018**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Adoption of Kinsella curriculum for EL Learners	N/A	N/A

BUDGETED EXPENDITURES

**2017-2018**

Amount	\$21,000		
Source	LCFF		
Budget Reference	4300, 1000, 3000		

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

<b>Goal 2</b>	Ensure access to, and mastery of 21 <sup>st</sup> Century Learning Tools, skills, and resources for students and staff so as to develop critical thinking skills and apply those skills toward meeting the targets for technology based learning and assessments.
---------------	---

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

The LEA's largely, impoverished student population, has limited access to 21<sup>st</sup> century technology tools as well as limited exposure to global experiences outside the community.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
61% socio-economically disadvantaged student population	Purchase Chromebooks for 1:1 classroom use	Keyboard/Google elective for Grades Tk-3		
Staff/parent survey input	Increase local/global project based learning opportunities	Community judged and attended Exhibition night for PBL projects For GATE classes		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-2018	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase 50 Chromebooks	N/A	N/A

BUDGETED EXPENDITURES

2017-2018

Amount	\$30,000 Technology including new projection, 50 chromebooks, IT		
Source	LCFF		
Budget Reference	4000,5000		

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-2018**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Technology teacher/tutor of staff support for technology.

N/A

N/A

BUDGETED EXPENDITURES

**2017-2018**

Amount	15,000		
Source	LCFF		
Budget Reference	5000		

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] Grades 3-6
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade Spans: Grades 3-6

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-2018**

X New  Modified  Unchanged

Standards based assessments in Math and Language Arts

**2018-19**

New  Modified  Unchanged

N/A

**2019-20**

New  Modified  Unchanged

N/A

BUDGETED EXPENDITURES

**2017-2018**

Amount	\$4000		
Source	5000		
Budget Reference	Included in prior goal		

New

Modified

Unchanged

## Goal 3

Create a safe, welcoming, and inclusive climate for all students and their families so that students are present and on-time in their classrooms, ready to learn.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

A majority of Manzanita families are impoverished, uneducated, and often unavailable for ongoing school partnership. Another significant percentage of Manzanita families include military parents with logistical and emotional pressures. The LEA has identified a need for increased social-emotional services (and character development curriculum) to support student learning.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
20%-30% attendance movement in a given year due to military deployments and poverty driven address changes  Increased requests for parent training classes	MFLCA counselor-3 days per week  1 parent class-"Raising Resilient Kids" taught on Monday nights for 10 parents	MFLCA counselor-3 days per week  3 parent classes- taught each Trimester-"Raising Resilient Kids" on Monday nights for 30 parents-with a graduation ceremony and school-wide recognition		
35% Increased SST meetings being held	School psychologist (behavioral) 2 days per week	School psychologist (behavioral) 4 days per week		
50% increase in counseling referrals	Family Services Counselor-2 days per week	Family Services Counselor-3 days per week		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-2018	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase Family Service Counseling to 3 days per week	N/A	N/A

BUDGETED EXPENDITURES

2017-2018			
Amount	\$32,000		
Source	LCFF, Title I		
Budget Reference	5000 Contracts		

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-2018**

New  Modified  Unchanged

Increase School psychologist (behavioral) from 2 to 4 days per week

**2018-19**

New  Modified  Unchanged

N/A

**2019-20**

New  Modified  Unchanged

N/A

BUDGETED EXPENDITURES

**2017-2018**

Amount	\$32,000		
Source	LCFF		
Budget Reference	1000, 3000 Salaries/Benefits		

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-2018**

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Campus wide beautification and facility upgrades	N/A	N/A

BUDGETED EXPENDITURES

**2017-18**

Amount	\$15,000		
Source	LCFF		
Budget Reference	4000, 5000		

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-2018	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Parent Classes-“Raising Capable and Resilient Kids”- increase classes from 1x per year to 3x per year	N/A	N/A

BUDGETED EXPENDITURES

2017-2018	2018-19	2019-20
Amount	\$10,000	
Source	Title I	
Budget Reference	1000,2000,3000,4000 (salaries, benefits and supplies)	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–2018

Estimated Supplemental and Concentration Grant Funds:

\$ 533,787

Percentage to Increase or Improve Services:

17.39 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Manzanita Charter School funding for the Supplemental portion of the LCFF funding is estimated \$533,787 in FY17-18. This funding will be spent on programs aligned to the Charter School Renewal Charter Petition of 2008 and school-wide services to EL and low income students, which account for over 60% of our population. The Charter School is committed to supporting English Learners, Socio-Economically disadvantaged youth, and Foster Youth through additional support staff, additional technology and school based culture-building programs. All of these expenses are outlined in this LCAP plan. A significant Early Literacy program, including Transitional Kindergarten and a Reading Recovery ½ combination class, addresses the needs of early language development and vocabulary development.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### 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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?