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

**Budget Overview for the 2019-20 LCAP Year**

![Projected Revenue by Fund Source](chart.png)

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

The total revenue projected for Manzanita Public Charter School is $, of which $3787022 is Local Control Funding Formula (LCFF), $112015 is other state funds, $21000 is local funds, and $289500 is federal funds. Of the $3787022 in LCFF Funds, $502272 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Manzanita Public Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Manzanita Public Charter School plans to spend $42,095,377 for the 2019-20 school year. Of that amount, $ is tied to actions/services in the LCAP and $4,209,537 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

### Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Manzanita Public Charter School is projecting it will receive $502,272 based on the enrollment of foster youth, English learner, and low-income students. Manzanita Public Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Manzanita Public Charter School plans to spend $502,272 on actions to meet this requirement.
This chart compares what Manzanita Public Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Manzanita Public Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Manzanita Public Charter School's LCAP budgeted $549,518 for planned actions to increase or improve services for high needs students. Manzanita Public Charter School estimates that it will actually spend $549,518 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

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

2017-20 Plan Summary

The Story
Describe the students and community and how the LEA serves them.

Manzanita’s strength based workshop model (SBW) continues to evolve. The 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. 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 30% EL Learners, 20% military dependents, 56% high poverty scholars, and 10% 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 and small group instruction to grade level scholars. At the same time, highly qualified classroom teachers deliver reading instruction using a variety of instructional tools including the school’s new Benchmark Advance intervention curriculum. The school has recently adopted nine trimester essential standards in Language Arts and a new master schedule was implemented to include re-teaching periods. These daily re-teaching periods focus on essential ELA standards mastery for every scholar. Also, as part of RTI, nine essential math standards are assessed and retaught by grade level professional learning communities during mandatory ‘after school’ learning camps. In addition, all EL Learners participate in a daily, 30-45 minute ELA class, designed to ‘frontload’ the next day’s ELA lesson in Benchmark Advance. The school’s special education program also follows a push-in model, when appropriate, with leveled literacy and math groups being taught with necessary accommodations in the classroom.
Manzanita’s visual and performing arts programs continue to play an important role in meeting scholar needs through the SBW model. A Credentialed art and music teacher aligns instruction to complement common core standards and individual scholar interests. Scholars receive 45 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 teacher, who delivers Spanish instruction designed to build cultural awareness as well as deepen vocabulary development. All scholars receive Spanish instruction for 40 minutes per week. In addition, approximately 50 native Spanish speakers 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 and Mathematics. To meet the needs of gifted scholars, Manzanita utilizes two GATE trained teachers for second through 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.

The school continues to grow in its expectations of learning accountability coupled with strong support. Scholars are continually encouraged to take ownership of their learning and set new goals. Teachers also help guide a focused conversation around standard based report cards, trimester reading, writing and math benchmarks, all of which identify common core progress as correlated by the State Board of Education.

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 continues to be a school-wide focus on character development and social emotional 'self regulation' as key partners in improving student learning. The school accomplishes 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; (4) implementing a universal screening tool called DESSA which identifies and places scholars with social emotional needs in weekly small-group therapy sessions designed to target behaviors which impede learning. The school has also recently designed a school-wide behavioral RTI process, which will be implemented during the 2019-20 school year.

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

1. The implementation of a daily, 30 minute re-teaching period
2. The implementation of an after school math learning camp for grades 2-6
3. Language Arts adoption-Benchmark Advance for grades TK-6
4. Implementation of new EL program
5. Grade level PLC teams-formative and summative assessment design
6. Full time instructional coach
7. AVID expansion for Grades 3-6
8. Increased hours for social emotional counseling/DESSA
9. Prop 51 facilities rehab work begun
10. Prop 39 Lighting project completed
Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 establishment of trimester ELA and Math Essential Standards, with formative assessments at every grade level, is Manzanita’s most impactful progress this year. Grade level teacher team data, presented during professional development days, as well as School Site Council review of District formative and summative assessments, showed substantial progress with all student groups. Based on this data, Manzanita intends to continue staffing for re-teaching periods and after school math learning camps for the 2019-20 school year to ensure student mastery of all essential standards. In addition, EL learners will continue to receive daily Benchmark Advance EL instruction designed to “frontload” the next day’s ELA lesson.

Referring to the California School Dashboard, 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

BACKGROUND:
Manzanita’s state indicators reflect that all subgroups show “orange” in both ELA and Math performance. The school believes the performance indicators were greatly compromised based on a 2018 testing irregularity reported to the CDE which involved 30 students in grades 3 and 4. That said, based on local performance data, Manzanita ascertained that all students would benefit from re-teaching opportunities of essential standards throughout the school year. Along with the need for ELA and Math performance improvement, the school also determined that suspension rate data showed most suspensions were due to learning frustrations in the classroom and playground. Specifically, the greatest needs are in the two following areas:

1. Improved ELA and Math Smarter Balanced test scores with all sub groups. The LEA will continue to address these areas with targeted essential standards and EL instruction. Next steps include more frequent, common formative assessment within grade levels; re-design of trimester report cards to reflect essential standards mastery; vertical teaming to better align essential standards as “building blocks” between grades.

2. Reduction in suspension rates for all students. DESSA small group counseling will continue next year, as well as noon duty supervision training in leading playground games/tournaments. The school will continue to fund the Peacekeeper and PAWS programs.
Referring to the California School Dashboard, 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**

Interestingly, the school/LEA cannot show a Dashboard indicator where any student group was two or more performance levels below the “all student” performance for the 2018 testing cycle. All students performed solidly within the “orange” range in both ELA and MATH, again, likely due to the 2018 testing irregularity. However, Manzanita did show slight performance gaps between school years 2016-17 and 2017-18 when comparing socio-economically disadvantaged student (SED) performance and non SED student performance. The data reported is as follows:

**NON SED SCHOLARS**

- 2017 ELA 71% at or approaching standard
- 2018 ELA 72% at or approaching standard
- 2017 MATH 57% at or approaching standard
- 2018 ELA 59% at or approaching standard

**SED SCHOLARS**

- 2017 ELA 65% at or approaching standard
- 2018 ELA 67% at or approaching standard
- 2017 MATH 66% at or approaching standard
- 2018 MATH 49% at or approaching standard

The school recognizes there is an achievement gap between these groups of students. The after school Math learning camps, which provide free bus transportation, has provided additional time and support with standards mastery. In addition, the school has recruited and hired experienced teacher/tutors to work in the classrooms to provide additional learning support for SED scholars.

**Comprehensive Support and Improvement**

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

**Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

Special Education students were suspended at higher rates that non SPED students showing the school earned a “yellow” on the Dashboard. A CSI plan was developed, with the support of the SPED Director, a SELPA administrator, the resource teacher, a general educator teacher, the school psychologist, and the school Principal. Meetings were scheduled during Wednesday
afternoon PD times with referral and suspension data analyzed and evaluated. Based on this analysis, a decision was made to increase counseling/behavioral training opportunities for all staff working directly with SPED students. In addition, the school plans to create and implement a new behavioral RTI model which will involve a more streamlined delivery of positive reinforcement models for each behavioral tier. During the 2019-20 school year, the school has hired a SELPA behavioral specialist to work alongside classroom teachers by providing professional development support with PBIS strategies.

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

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

Manzanita will continue to monitor and evaluate the implementation and effectiveness of the CSI plan by running monthly reports on referral data, suspension data, lunch time detention data, and DESSA small group data as it becomes available. Based on this data, the team will determine if the school’s new behavioral RTI structure is effective, and, if it requires adjustments at the various intervention tiers.
Annual Update

LCAP Year Reviewed: 2018-19

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 intervention in place to eliminate barriers to academic success.

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>ELA trimester Essential Standards Mastery-Grades 3-6</strong></td>
<td><strong>AT OR NEAR MASTERY-AVERAGED SCORES</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 3: 90%</td>
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<tr>
<td></td>
<td></td>
<td>Grade 4: 83%</td>
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<tr>
<td></td>
<td></td>
<td>Grade 5: 86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 6: 98%</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>MATH trimester Essential Standards Mastery-Grades 1-6</strong></td>
<td><strong>AT OR NEAR MASTERY-AVERAGED SCORES</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 3: 77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 4: 93%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 5: 92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 6: 90%</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>ELA and MATH Smarter Balanced Assessment growth</strong></td>
<td><strong>LANGUAGE ARTS: DECLINED 41.5 POINTS BELOW LEVEL 3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MATHEMATICS: DECLINED 24.4 POINTS BELOW LEVEL 3</strong></td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1. All students will be given access to grade level math curriculum for a minimum of one hour daily  
2. After school math learning camps, focused on essential math standards, will be implemented for grades 2-6  
3. Essential math standards will be taught and assessed each trimester in grade level PLC teams with common formative assessments  
4. After school math learning camps piloted with 95% success rate | 1. All students will be given access to grade level math curriculum for a minimum of one hour daily  
2. After school math learning camps for Grades 2-6 established with 90% success rate for essential standard mastery.  
3. Essential trimester Math AND ELA standards identified and taught in daily re-teaching periods for Grades 1-6.  
Summer work/Grade Level essential standard development Bridges Math consumable workbooks and hands on materials implemented school wide  
Grades 3-6 recieved Professional Development training and administered both math and ELA interim assessment regularly to students. | $74,753  
1000,2000,3000,4000,5000 LCFF, T1, Rural | 48386  
1000,2000,3000,4000,5000 LCFF, T1, Rural |

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1 100% of students will receive 2 hours of daily, grade level, common core language arts instruction  
2. 100% of EL students will receive 30 minutes of designated EL | 1. 100% of students received 2 hours of daily, grade level, common core language arts instruction  
2. 100% of EL students received 30 minutes of designated EL | $34,800  
1000,3000 LCFF | 35,000  
1000,3000 LCFF |
instruction designed to frontload the next day’s LA lesson  
3. 100% of students will be required to join daily, 30 minute re-teaching sessions, for essential standards mastery  
4. Reading specialist support for 2 hours per day for dyslexic students

| Action 3 |
|------------------|------------------|------------------|------------------|
| **Planned Actions/Services** | **Actual Actions/Services** | **Budgeted Expenditures** | **Estimated Actual Expenditures** |
| Support programs that provide opportunities for a broad course of study that supports CACCSS for all scholars  
1. Gifted and Talented Education  
2. Transitional kindergarten Support  
3. Music, Art, Drama, Dance TOSA position created for all grade levels (1FTE)  
4. Reading recovery teacher/tutor | Support programs that provide opportunities for a broad course of study that supports CACCSS for all scholars  
1. Gifted and Talented Education  
2. Transitional kindergarten Support  
3. Music, Art, Drama, Dance TOSA position created for all grade levels (1FTE)  
4. Reading recovery teacher/tutor | $140,500  
1000,2000,3000,4000,5000 LCFF | $159,649  
1000,2000,3000,4000,5000 LCFF |

| Action 4 |
|------------------|------------------|------------------|------------------|
| **Planned Actions/Services** | **Actual Actions/Services** | **Budgeted Expenditures** | **Estimated Actual Expenditures** |
| Recruit and retain highly qualified staff. Ensure that all staff (100%) are appropriately credentialed for their assignments  
2% raise and employer sponsored STD and Life Insurance package | Recruit and retain highly qualified staff. Ensure that all staff (100%) are appropriately credentialed for their assignments  
4% raise and employer sponsored STD and Life Insurance package | $61,500  
1000,2000,3000,4000,5000 Title II LCFF | 61,300  
1000,2000,3000,4000,5000 LCFF, Title II |
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Provide instructional materials and support for staff to eliminate barriers to academic success for lowest performing subgroups  
  1. Supplemental instructional materials, including digital programs, that are aligned with CACCSS (Raz, Mystery Science, etc.)  
  2. EL Coordinador position @ 25% FTE  
  3. EL Tutor position @ .50 FTE  
  4. Full-time Instructional Coach position to support teacher efforts with new L/Arts curriculum and math learning camps | Provide instructional materials and support for staff to eliminate barriers to academic success for lowest performing subgroups (Benchmark)  
  1. Supplemental instructional materials, including digital programs, that are aligned with CACCSS (Raz, Mystery Science, etc.)  
  2. EL Coordinator position @ 25% FTE  
  3. EL Tutor position @ .50 FTE  
  4. Full-time Instructional Coach position to support teacher efforts with new L/Arts curriculum and math learning camps  
  5. AVID summer training for Grades 3,4  
  6. AVID / Career Counselor position implemented.                                                                 | $172,000 1000,2000,3000,4000,5000 LCFF T3, 1X$ | $196,468 1000,2000,3000,4000,5000 LCFF T3, Other |

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for supplemental, targeted small group instruction as well as Additional</td>
<td>Provide opportunities for supplemental, targeted small group instruction as well as</td>
<td>$59,500 1000,2000,3000,4000,5000 LCFF</td>
<td>$60,000 1000,3000 LCFF</td>
</tr>
</tbody>
</table>
### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Providing quality instruction that is aligned with state standards continues to be the focus of Manzanita Public Charter School. During the past three years, the school has kept a strong eye on its morally driven goal of ‘high academic expectations coupled with high levels of support.” For this year’s LCAP, the results are a mixed bag, likely due to the 2018 Smarter Balanced testing irregularity reported to the CDE and our local LEA. While SBA results may or may not indicate an achievement issue, local formative and summative assessments definitely point to a strong need for re-teaching opportunities with the school’s identified essential standards. This year’s LCAP confirms that the school remained laser focused on its academic goals and that the actions put in place around these goals were implemented successfully. The implementation of these goals centered largely around an creative and effective
master schedule, adoption of ELA curriculum, and classroom teachers who were willing to work in after school math learning camps with our students. In addition, the school’s instructional TOSA conducted solid administrative work to keep teacher teams focused and organized around re-teaching periods and learning camp work. Finally, qualified teacher tutors were hired and were instrumental in providing classroom support for teachers and scholars in this learning model.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The 18-19 data around ELA and Math re-teaching is very positive. Trimester results in both ELA and MATH show, that over time, 80% or more of students can demonstrate significant growth with essential standards when given 'more time and support' in a targeted way by qualified teachers. Additionally, PLC grade level teams are now seeing a causation between essential standards mastery and Renaissance (STAR) summative results in both ELA and MATH performances. The school's new master schedule was built to create grade level opportunities for collaboration, support Art/Drama/Spanish electives, and to provide re-teaching opportunities for all grade 1-6 students. The school's master schedule has largely been effective but work still needs to be done in this area to make time for NGSS Science standards. Manzanita has also concluded that TK and Kindergarten students should also be included in reteaching opportunities and that more focus on early literacy approaches needs to be examined and discussed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goals and Actions that detail the changes.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no significant changes to Goal 1 this year. There has been however, ongoing discussion on the need to evaluate the essential standards at every grade level to determine if these particular standards are “essentially’ important as first viewed. 2019 Smarter Balanced data will also provide the school with additional data to answer this question. The school plans future work which will involve 'vertical teaming’ to create stronger alignment between grade levels with ELA and MATH essential standards.
**Annual Update**

**LCAP Year Reviewed: 2018-19**

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 2**

Ensure access to, and mastery of 21st 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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator</td>
<td>100% of all students now have access to high quality digital resources</td>
<td>100% of all students now have access to high quality digital resources</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>98.5% of students in grades 3-6 successfully completed CAASPP on line testing</td>
<td>95% of students in grades 3-6 successfully completed CAASPP on line testing</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>100% of teaching staff received technology best practice training</td>
<td>Some staff received minimal technology training</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>
Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to common core standards

1. Provide PD training for new Grades 3-6 teachers on Smarter Balanced interim assessments
2. Provide PD training for Smarter Balanced Test Site coordinator
3. Provide teachers with SKYPE training
4. Provide teachers with Google classroom training
5. IT support person joins School Tech team
6. Install Sophos firewall system for state of art security network system
7. Continue purchasing Chromebooks for 1:1 in all classrooms/grades

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Provide professional development for integrating 21st century skills, tools, and teaching strategies into classroom practice  
1. Teacher provide students with 30 minutes of daily, online language arts/math skills practice  
2. Grades 2 and 3 provide an additional 15 minutes of daily typing practice  
3. Continued technology training through Professional Development | Provided limited professional development for integrating 21st century skills, tools, and teaching strategies into classroom practice  
1. Teacher provided students with 60 minutes of weekly, online language arts/math skills practice  
2. Grades 2 and 3 provide an additional 15-45 minutes of weekly typing practice  
3. Two offsite technology planning days were held with Tech Team | $2,500 5000-5999: Services And Other Operating Expenditures LCFF | $10,900 1000,3000 LCFF |
4. Instructional online platform trainings held on 4 Wednesday PD sessions

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</table>

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

For the past several years, Manzanita’s 21st century focus has largely involved acquisition and deployment of classroom technology tools. The school continues to meet this goal. An example of this goal, once again being met, is the deployment of 60 additional Chromebooks…making our 2nd grade classrooms 1:1 with these devices. This year, however, the school’s technology team met 2x off campus, to begin ‘big picture’ planning regarding 21st century educational needs. The Tech team’s discussions included the need for expanding goals in the area of NGSS Science as well as more globally focused project based learning activities. The school’s local community is geographically remote, so it was also felt that classroom technology should be expanded to include virtual “fieldtrips” for all students.

Along with classroom technology use to ‘expand’ global awareness, the school made a commitment to hire a part-time career counselor. This counselor organizes an annual ‘career day’ event, which involves adult partners at VAFB, Lompoc, and Santa Maria communities. Students also participate in a career exploration activity, which prompts them to begin thinking of “future” job possibilities.

Currently, Manzanita is working with Lompoc Unified School District and Vandenberg Air Force Base on solidifying a partnership with the military to offer a state-of-the-art Science program for all 5th graders at Manzanita. The program, called “StarBase” is an American military educational program for students that provides them with real-world applications of math and science. The program was created in 1991 through a grant from the Kellogg Foundation and offers students the ability to participate in challenging, “hands-on, mind on” activities in Science, Technology, Engineering, and Math (STEM). Manzanita students would interact with military personnel to explore careers and observe STEM applications in the ‘real world.’ The school is eagerly awaiting final approval for the
program’s implementation at VAFB. Future LCAP funds will be dedicated to paying for student transportation to VAFB for this program.

Both instructional and support staff have expressed the desire for more time and training in the areas of Google classroom, SKYPE, Microsoft Office Suite, and student information systems (CALPADS, OASIS, and SIRAS). Limited training has taken place in these areas, but additional training is planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Manzanita has met its goal of 100% of all students having access to high quality digital resources. The use of instructional technology to deliver rigorous and relevant curriculum is occurring in every classroom with programs such as Front Row Math, STAR Reading/Math, ESGI, Newsela, Mystery Science, and RAZ Kids. Smarter Balanced Assessments and ELPAC testing is now accomplished digitally at every grade level. Grade level teacher teams have organized and delivered school-wide professional development in the areas of technology and project based learning instructional strategies. Grade 3-6 teachers have been AVID trained and have developed college/higher learning focuses in their classrooms which include study skill habits (binder checks) and notetaking skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Goals and Actions for differences

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Annual Update

LCAP Year Reviewed: 2018-19

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 3

Create a safe, welcoming, and inclusive climate for all students and their families.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain and increase current ADA</td>
<td></td>
<td>ADA remained stable at 402</td>
</tr>
<tr>
<td>Decrease annual suspension rate</td>
<td></td>
<td>CA Dashboard results show that Manzanita improved from Red to Yellow with overall suspension rate</td>
</tr>
<tr>
<td>Impact overall school culture with Facilities Improvements</td>
<td></td>
<td>Prop 51 rehabilitation work started</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a school-wide comprehensive safety plan to</td>
<td>1. Began the process of writing a school-wide comprehensive safety</td>
<td>$150,000 1000,2000,3000,4000,5000 LCFF</td>
<td>$132,850 1000,2000,3000,4000,5000 LCFF</td>
</tr>
</tbody>
</table>
support the knowledge and training of all stakeholders to ensure safe work and school environments

1. Stakeholders provide input on school climate/attendance priorities through surveys, stakeholder committees, etc.

2. Provide a sign up list for all stakeholders to create a volunteer list for facility improvement projects

3. Facility Upgrades to enhance student learning environment (restrooms, grounds, paint)

4. Custodial support to maintain safe and clean campus daily with major overhaul during campus recess

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identify and develop programs that support the emotional and physical well-being of students
1. Create a monthly schedule for home visits for all students identified with chronic absenteeism
2. Notify parents annually (back to school night) regarding the importance of attending school
3. Parents notified annually (back to school night) about the importance of not planning family vacations during school time
4. Complete and monitor monthly attendance reports, including independent study contracts when appropriate
5. Highlight school’s monthly attendance rates on school’s social media and school app
6. Continue social emotional DESSA counseling – adding additional time for contractor.
7. Social Emotional training for staff
8. Antibuiling workshops

Identify and develop programs that support the emotional and physical well-being of students
1. Parents were notified at all major events the importance of attending school via school app; Bloomz App, and monthly calendars. The school decided to purchase Parent Square to offer a more robust parent contact tool.
2. Parents were notified annually (back to school night) about the importance of not planning family vacations during school time. The principal also contacted individual parents, throughout the school year, to remind them of prioritizing school attendance when needed.
3. Complete and monitor monthly attendance reports, including independent study contracts when appropriate
4. The school continued social emotional DESSA counseling by adding 1 additional day of small groups to reach more students.
5. Social Emotional training for staff with Ruby Payne/ AHA workshops. All staff attended “Framework for Poverty PD training in August, 2018
6. Antibuiling workshops continued along with "Eye To Eye character assembly, Peacemaker program and Manzanita "PAWS" program to reward student for positive behavior.

Action 3
### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Encourage and promote home/school Communication</strong> 1. Social media development</td>
<td><strong>Encourage and promote home/school Communication</strong> 1. Social media development</td>
<td>$107,700</td>
<td>$108,000</td>
</tr>
<tr>
<td>2. Website</td>
<td>1. Social media development - (Facebook)</td>
<td>1000,2000,3000,4000,5000 LCFF</td>
<td>1000,2000,3000,4000,5000 LCFF</td>
</tr>
<tr>
<td>3. Smartphone app and other notification systems</td>
<td>2. New school website created and maintained in house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Establishment of Vice Principal position (Admin Credentialed)</td>
<td>3. Continued use of Smartphone app and other notification systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Hired Vice Principal position (Admin Credentialed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Researched and contracted with Parent Square for 2019/2020 to aid communication with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>staff and parents. (nd)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Spanish Speaking and limited English speaking families to participate fully</strong></td>
<td><strong>Support Spanish Speaking and limited English speaking families to participate fully</strong></td>
<td>$35,000</td>
<td>$35,000</td>
</tr>
<tr>
<td>in their child’s education, school programs, and activities</td>
<td>in their child’s education, school programs, and activities</td>
<td>2000-2999: Classified</td>
<td>2000-2999: Classified</td>
</tr>
<tr>
<td>2. Translations for written communication</td>
<td>2. Translations for written communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Manzanita continues to make strides to improve school climate for all students, staff, and families. The LEA is focusing on three areas of need which have been expressed by all stakeholders: facilities improvements, social-emotional relationship building, and improved attendance. During the past year, the school has made progress with beginning Prop 51 work by hiring an architect and securing a contractor to begin painting the exterior campus. Prop 39 lighting modernization was also completed this year, with all buildings receiving high quality LED lighting. In the areas of social-emotional support, DESSA small group counseling sessions were increased and a designated time on the master schedule was created to ensure support was consistent and ongoing. Data was tracked and shared regarding these students with areas such as attendance, discipline, and academic progress. All staff participated in a PD day training about Ruby Payne’s "Framework of Poverty." Manzanita scholars participated in anti-bullying assemblies, as well as the PAWS positive reenforcement and Peacemaker programs. In the area of improved attendance, perfect attendance awards were given out at each trimester assembly, several communications were delivered to parents regarding the importance of consistent, school attendance, and administrative assistant tracked attendance monthly and letters were sent to parents when students reached 10 or more absences.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school has seen a consistent improvement with classroom performance this year. Many scholars are demonstrating increased ability to self-regulate, and perhaps more surprisingly, are able to teach their peers how to do so as well. This has resulted in higher academic focus and output. The school's serious discipline issues have reduced by 28% from last year. Serious issues include physically striking another student, cyber bullying, and aggressive defiance with an adult. School stakeholders continue to be concerned about addressing dishonesty and theft issues, and this will be a focus area (character building) during the upcoming school year. Staff reported that the Ruby Payne poverty training greatly assisted them with communication approaches with scholar and their families. The DESSA social emotional small groups were mostly successful this year, and played a significant role in behavioral self-regulation success. It was decided that the social emotional curriculum with DESSA is not comprehensive enough, and the school is working the local SELPA office to research and adopt a supplemental curriculum to use with DESSA and all grade level classrooms. The LEA's positive re-enforcement programs, such as Peacemakers and PAWS, continue to be implemented successfully. Daily attendance continues to hover around 93-95%, with room for improvement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See goals and actions for differences

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Annual Update

LCAP Year Reviewed: 2018-19

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 4**

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

**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**

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
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.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Annual Update

LCAP Year Reviewed: 2018-19

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 5**

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

**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**

**Analysis**

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Describe the overall implementation of the actions/services to achieve the articulated goal.
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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
**Stakeholder Engagement**

LCAP Year: **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?

**Introduction:** Manzanita Public Charter School is committed to the idea that meaningful stakeholder engagement is an integral part of developing a school culture that supports high levels of learning. As such, Manzanita used a variety of meetings and activities to involve stakeholders in both the LCAP process and with communicating their creative and thoughtful perspectives regarding school improvement measures.

**Community Engagement:** The following groups (denoted in **BOLD** type) were actively involved in the LCAP process:

- **Students/Parents/Staff**
  Manzanita Public Charter school held an appreciative inquiry exercise during the August 6-10, 2018, school registration fair. During this event, parents and students visited different tables in the MPR, and asked to share their thoughts (on colored sticky notes), regarding different LCAP goals and actions. Hundreds of thoughts/ideas were collected and then summarized and presented at the 2018 October governance board meeting.

- **School Site Council**
  Monthly school site council meetings were held and the LCAP development, along with performance data results, were agendized and discussed.

- **School Staff members**
  A web based survey was given to staff in January, 2019. The survey asked staff to prioritize fiscal needs of the school. The survey results were presented to the Governance Board and the School Site council in March, 2019.

- **The School Governance Board:**
  Monthly school board meetings were held and data presentations, along with LCAP goal progress, was agendized each month. A preliminary review of the LCAP was held as informational item on Wednesday, May 15, 2019.
  The School Governance Board adopted the LCAP on Wednesday, June 26, 2019
Impact on LCAP and Annual Update

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

The input received during the process detailed above demonstrated stakeholders’ deep concerns regarding the state of the school’s facility condition as well as a desire to improve cafeteria food offerings for students. Also discussed was the school’s need for a comprehensive positive behavior model which promotes academic excellence and character development. All Stakeholders continue to be supportive of existing accountability measures around instructional standards as well as the elective programs offered at Manzanita.

Thematically, these specific Actions and Services have been added as a result of this stakeholder process:

1. Continue to provide coaching support for teachers in instructional practices, technology, and positive behavior strategies
2. Develop a strategic plan to Increase parent and community involvement in classrooms and school wide
3. Proceed with Prop 51 Facilities rehabilitation project
4. Apply to be the school’s own SFA to run its own school lunch program
5. TK-2 training on teacher directed play and assessment tools (the Finland way)
6. Continued development and refinement of a behavioral RTI school-wide model

Recommendations that actually resulted in modifications, additions, or deletions include the following:

1. Provide professional learning opportunities for classified employees who have expressed and demonstrated key areas of need
2. Increased social emotional support hours and funding (DESSA, SELPA behavioral training for staff)
3. The school researched and applied to be its own SFA and began exploring an alternative food delivery program
4. Teacher TOSA position made permanent
5. Explore grant writing (Prop 510 opportunities for facility support)
## 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

### 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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

| Local Priorities: | Implementation of State Academic Standards |

### Identified Need:

Improve Math and Language Arts achievement for all students

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Math</td>
<td>46% at grade level</td>
<td>48% at grade level</td>
<td>67% at or approaching grade level</td>
<td>68% at or approaching grade level</td>
</tr>
<tr>
<td>Smarter Balanced English</td>
<td>48% at grade level</td>
<td>50% at grade level</td>
<td>71% at or approaching grade level</td>
<td>73% at or approaching grade level</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------</td>
<td>------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Math Learning Camps</td>
<td>75% pass success rate</td>
<td>90% pass success rate</td>
<td>94% pass success rate</td>
<td>95% pass rate</td>
</tr>
<tr>
<td>1. Bridges Summative Tests</td>
<td>55% or higher at essential math standard mastery</td>
<td>60% or higher at, or approaching, essential math standard mastery</td>
<td>69% or higher at, or approaching, essential math standard mastery</td>
<td>70% or higher at, or approaching, essential math standard Mastery</td>
</tr>
<tr>
<td>2. Benchmark Advance summative tests</td>
<td>52% or higher at identified essential reading standard</td>
<td>54% or higher at identified essential reading standard</td>
<td>58% or higher at identified essential reading standard</td>
<td>60% or higher at identified essential reading standard</td>
</tr>
</tbody>
</table>

**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:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

1. Bridges Math curriculum implemented school-wide
2. After school math learning camps piloted with 95% success rate
3. Essential trimester math standards identified
4. Smarter Balanced math interim assessments given

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

1. All students will be given access to grade level math curriculum for a minimum of one hour daily
2. After school math learning camps, focused on essential math standards, will be implemented for grades 2-6
3. Essential math standards will be taught and assessed each trimester in grade level PLC teams with common formative assessments

Select from New, Modified, or Unchanged for 2019-20

1. All students will be given access to grade level math curriculum for a minimum of one hour daily
2. After school math learning camps, focused on essential math standards, will continue for grades 2-6
3. Essential math and language arts standards will be taught and assessed each trimester in grade level PLC teams with common formative assessments
4. Daily 30 minute 'reteaching' periods will address essential ELA standards

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$66,200</td>
<td>$74,753</td>
<td>$54,666</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF, Title I, Title II, Rural</td>
<td>LCFF, T1, Rural</td>
<td>LCFF, T1, Rural</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000</td>
<td>1000,2000,3000,4000,5000</td>
<td>1000,2000,3000,4000,5000</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
*(Select from All, Students with Disabilities, or Specific Student Groups)*

- All
  - [Add Students to be Served selection here]

### Location(s):
*(Select from All Schools, Specific Schools, and/or Specific Grade Spans)*

- All Schools
  - [Add Location(s) selection here]

**OR**

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

#### Students to be Served:
*(Select from English Learners, Foster Youth, and/or Low Income)*

- [Add Students to be Served selection here]

#### Scope of Services:
*(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))*

- Schoolwide
  - [Add Scope of Services selection here]

#### Location(s):
*(Select from All Schools, Specific Schools, and/or Specific Grade Spans)*

- All Schools
  - [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18
- Modified Action

Select from New, Modified, or Unchanged for 2018-19
- Modified Action

Select from New, Modified, or Unchanged for 2019-20
- Unchanged Action

### 2017-18 Actions/Services

- Ensure teacher/student access to instructional materials, including digital, that are aligned to CACCSS
  1. Instructional Materials
  2. Pilot and adoption of new Language Arts Curriculum (Benchmark Education) including an EL component, Benchmark Advance

### 2018-19 Actions/Services

- 1. 100% of students will receive 2 hours of daily, grade level, common core language arts instruction
  2. 100% of EL students will receive 30 minutes of designated EL instruction designed to frontload the next day’s LA lesson
  3. 100% of students will be required to join daily, 30 minute re-teaching sessions, for essential standards mastery

### 2019-20 Actions/Services

- 1. 100% of students will receive 2 hours of daily, grade level, common core language arts instruction
  2. 100% of EL students will receive 30 minutes of designated EL instruction designed to frontload the next day’s LA lesson
  3. 100% of students will be required to join daily, 30 minute re-teaching sessions, for essential standards mastery
  4. Reading specialist support for 2 hours per day for dyslexic students
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$18,000</td>
<td>$34,800</td>
<td>$35,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

### Action 3

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Support programs that provide opportunities for a broad course of study that supports CACCSS for all scholars

Support programs that provide opportunities for a broad course of study that supports CACCSS for all scholars

Support programs that provide opportunities for a broad course of study that supports CACCSS 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

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$64,837</td>
<td>$140,500</td>
<td>$160,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000,2000,3000,4000,5000</td>
<td>1000,2000,3000,4000,5000</td>
<td>1000,2000,3000,4000,5000</td>
</tr>
</tbody>
</table>

---

**Action 4**

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

- **Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)
  - [Add Students to be Served selection here]

- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - All Schools
  - [Add Location(s) selection here]

**OR**

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

- **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)
  - [Add Students to be Served selection here]

- **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
  - Schoolwide
  - [Add Scope of Services selection here]

- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - All Schools
  - [Add Location(s) selection here]
### Actions/Services

<table>
<thead>
<tr>
<th></th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recruit and retain highly qualified staff. Ensure that all staff (100%) are appropriately credentialed for their assignments</td>
<td>Recruit and retain highly qualified staff. Ensure that all staff (100%) are appropriately credentialed for their assignments</td>
<td>Recruit and retain highly qualified staff. Ensure that all staff (100%) are appropriately credentialed for their assignments</td>
</tr>
<tr>
<td></td>
<td>2% raise and employer sponsored STD and Life Insurance package</td>
<td>2% raise and employer sponsored STD and Life Insurance package</td>
<td>4% raise for all certificated teaching staff</td>
</tr>
<tr>
<td></td>
<td>Teacher Induction Program paid by District</td>
<td>Teacher Induction Program paid by District</td>
<td>Employer sponsored STD, Life, and dental Insurance package</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher Induction Program paid by District</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Step increases for all certificated and classified staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extra duty stipends for certificated and classified staff</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$61,500</td>
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<td>1000,3000</td>
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</tr>
<tr>
<td></td>
<td>2000 ADD LCFF</td>
<td>2000 ADD Title II</td>
<td></td>
</tr>
</tbody>
</table>

### Action 5

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

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>All Schools</td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide instructional materials and support for staff to eliminate barriers to academic success for lowest performing subgroups 1. Supplemental instructional materials, including digital programs, that are aligned with CACCSS 2. EL Coordinator position 3. EL Tutor position</td>
<td>Provide instructional materials and support for staff to eliminate barriers to academic success for lowest performing subgroups (Benchmark) 1. Supplemental instructional materials, including digital programs, that are aligned with CACCSS (Raz, Mystery Science, etc.) 2. EL Coordinator position @ 25% FTE 3. EL Tutor position @ .50 FTE 4. Full-time Instructional Coach position to support teacher efforts with new L/Arts curriculum and math learning camps</td>
<td>Provide instructional materials and support for staff to eliminate barriers to academic success for lowest performing subgroups (Benchmark) 1. Supplemental instructional materials, including digital programs, that are aligned with CACCSS (Renaissasnce/STAR; ESGI; Freckle Math; Newsela, Mystery Science) 2. EL Coordinator position @ 25% FTE 3. EL Tutor position @ .50 FTE 4. Full-time Instructional Coach position to support teacher efforts with new L/Arts curriculum and math learning camps and Behavioral MTSS efforts</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>Amount</td>
<td>$34,686</td>
<td>$172,000</td>
<td>$169,574</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget</td>
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<td>1000,2000,3000,4000,5000</td>
<td>1000,2000,3000,4000,5000</td>
</tr>
<tr>
<td>Reference</td>
<td>ADD Title III, General Fund</td>
<td>ADD Title III, General Fund</td>
<td>ADD Title III, General Fund</td>
</tr>
</tbody>
</table>

**Action 6**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All | [Add Students to be Served selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools | [Add Location(s) selection here] |

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| Schoolwide | [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools | [Add Location(s) selection here] |

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

| Unchanged Action |

Select from New, Modified, or Unchanged for 2018-19

| Unchanged Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

2017-18 Actions/Services

2017-18 Actions/Services Goal 1.6
Provide opportunities for supplemental, targeted small group instruction as well as Additional ELA practice and support for students

2018-19 Actions/Services

2018-19 Actions/Services Goal 1.6
Provide opportunities for supplemental, targeted small group instruction as well as Additional ELA practice and support for students

2019-20 Actions/Services

2019-20 Actions/Services Goal 1.6
Provide opportunities for supplemental, targeted small group instruction as well as Additional ELA practice and support for students
Imagine Learning software
2. Professional Development
3. Support for Reading Recovery
4. Classroom Tutor

1. Benchmark Advance ELA/EL program (see Goal 1.1)
2. Professional Development (PL Wed)
3. Support for Reading Recovery
4. Classroom Tutor/Teacher

1. Benchmark Advance ELA/EL program (see Goal 1.1)
2. Professional Development (PL Wed)
3. Support for Reading Recovery
4. Classroom Tutor/Teacher

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$59,500</td>
<td>$60,000</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000,3000</td>
<td>1000,3000</td>
<td>1000,2000,3000,4000,5000</td>
</tr>
<tr>
<td>ADD 5000</td>
<td>ADD 4000,5000</td>
<td>Add Title I</td>
<td></td>
</tr>
</tbody>
</table>
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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

<table>
<thead>
<tr>
<th>Goal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure access to, and mastery of 21st Century Learning Tools, skills, and resources for students and staff in order to meet the targets for technology based learning and grade level assessments.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

Manzanita believes that 21st century learning requires all students be given access to technology tools which provide global learning experiences. The school is located in an isolated, rural community, and many students experience limited interaction with the greater world around them. Rigorous learning targets often require global thinking. Manzanita students need access to high quality technology tools to acquire more global awareness to be competitive in a 21st century world.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Chromebook found in classrooms</td>
<td>60 school wide</td>
<td>1:1 in grades 3-6</td>
<td>1:1 in grades 2-6</td>
<td>Continue 1:1 in Grades 2-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 per classroom in grades TK-2</td>
<td>Continue to monitor and replace older Chromebooks with newer ones as needed</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Classroom technology tools</td>
<td>Elmos/overhead projectors</td>
<td>All classrooms outfitted with Apple TV’s</td>
<td>Apply for ERATE support in updating</td>
<td>Install APPLE TV in Bookroom, Front office,</td>
</tr>
<tr>
<td>Used to support learning</td>
<td></td>
<td>All teachers given Apple MacAir laptops</td>
<td>wireless system campus-wide</td>
<td>and in the MPR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Install Apple TV in MPR for community/staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>presentations/PD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smarter Balanced Assessment delivery results</td>
<td>All tests given paper/pencil</td>
<td>All grade 3-6 students successfully took SBA</td>
<td>All grade 3-6 students took SBA interim</td>
<td>All grade 3-6 students take SBA interim</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tests on Chromebook</td>
<td>assessments AND the SBA summative</td>
<td>assessments AND the SBA summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>assessments on Chromebook</td>
<td>assessments on Chromebook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

- All  
  [Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools  
  [Add Location(s) selection here]

OR

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Actions/Services

<table>
<thead>
<tr>
<th>Schoolwide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
<td></td>
</tr>
</tbody>
</table>

#### Select from New, Modified, or Unchanged

- **2017-18**
  - Unchanged Action

- **2018-19**
  - Modified Action

- **2019-20**
  - Modified Action

---

### 2017-18 Actions/Services

- 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

---

### 2018-19 Actions/Services

- Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to common core standards
  1. Provide PD training for new Grades 3-6 teachers on Smarter Balanced interim assessments
  2. Provide PD training for Smarter Balanced Test Site coordinator
  3. Provide teachers with SKYPE training
  4. Provide teachers with Google classroom training
  5. IT support person joins School Tech team
  6. Install Sophos firewall system for state of art security network system

---

### 2019-20 Actions/Services

- Promote the use of instructional technology as a means to deliver rigorous and relevant curriculum aligned to common core standards
  1. Continue PD training for new Grades 3-6 teachers on Smarter Balanced interim assessments AND include Interim assessments as part of trimester grades
  2. Provide PD training for Smarter Balanced Test Site coordinator
  3. Provide teachers with SKYPE training
  4. Provide teachers with Google classroom training
  5. IT support person continues on School Tech team
  6. Improve front office access points
  7. Overhaul camera security system

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>28,400</td>
<td>$81,900</td>
<td>$69,300</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000,2000,3000,4000,5000</td>
<td>1000,2000,3000,4000,5000</td>
<td>1000,2000,3000,4000,5000</td>
</tr>
</tbody>
</table>
## 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

---

### Goal 3

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

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

- **State Priorities:**
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)

- **Local Priorities:**
  - A significant number of Manzanita families are impoverished, uneducated, and often unavailable to participate in ongoing school partnerships. Another significant percentage of Manzanita families include military parents with logistical and emotional pressures.

#### Identified Need:
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.

#### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide targeted support for at-risk behaviors which impede learning and cause unsafe campus situations</td>
<td>MFLAC counselor-2 days per week</td>
<td>MFLAC counselor-3 days per week</td>
<td>MFLAC counselor- 3 days per week</td>
<td>MFLAC counselor- 3 days per week</td>
</tr>
<tr>
<td></td>
<td>Family Services Counselor 3 days per week</td>
<td>DESSA counselor-3 days per week</td>
<td></td>
<td>DESSA counselor-4 days per week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic counselor-1 day per week</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SELPA contracted Behavioralist for partnership work</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Improvement in identifying struggling social-emotional Tier 2 and 3 students</td>
<td>School psychologist (behavioral) 2 days per week</td>
<td>School psychologist (behavioral) 4 days per week-UCSB intern</td>
<td>School psychologist 2 days per week</td>
<td>School psychologist 2 days per week Development/Implementation of DATA RTI &quot;roadmap&quot; model to replace SST process</td>
</tr>
<tr>
<td>Increased Enrollment and daily attendance rates through facilities improvements</td>
<td>418 scholars on first day of school 91% ADA Filtered water system installed for students in MPR</td>
<td>428 scholars on first day of school 92% ADA</td>
<td>445 scholars on first day of school 96% ADA</td>
<td>450 scholars on first day of school 97% daily attendance</td>
</tr>
</tbody>
</table>

**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:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All
  [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
  [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- **New Action**
- **Modified Action**

#### 2017-18 Actions/Services
- Research and write Prop 51 Facilities Grant
- Hire Prop 51 contractors for planned facility improvements
- Improved playground structures campus wide
- Art Murals and positive messaging in student bathrooms

#### 2018-19 Actions/Services
- Hire Prop 51 contractors for planned facility improvements
- Improved playground structures campus wide
- Art Murals and positive messaging in student bathrooms

#### 2019-20 Actions/Services
- Prop 51 exterior campus painting project
- Prop 51 exterior security fence project
- Continue to improve playground structures
- Improve gardening/landscape visuals
- Electronic marquee

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$183,000</td>
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<td>LCFF, T1, Rural</td>
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</tr>
<tr>
<td>Reference</td>
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<td>1000,2000,3000,4000,5000</td>
<td>1000,2000,3000,4000,5000 Prop 51 Add 50%</td>
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</tbody>
</table>

### Action 2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| Schoolwide |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

Select from New, Modified, or Unchanged for 2018-19

| Modified Action |

Select from New, Modified, or Unchanged for 2019-20

| Modified Action |

**2017-18 Actions/Services**
Increase Counseling Services to 3 days per week

**2018-19 Actions/Services**
Increase Counseling Services to 4 days per week
AVID coordinator and implementation grades 3-6

**2019-20 Actions/Services**
Keep counseling services to 4 days per week and add a SELPA behavioralist to counseling team
Add Academic counselor to 1x per week
AVID binders/notetaking/strategies Grades 3-6
Creation/initial adoption of Behavioral RTI plan campus wide

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$107,700</td>
<td>$80,000</td>
<td>$107,700</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000</td>
<td>1000,3000</td>
<td>1000,2000,3000,4000,5000</td>
</tr>
</tbody>
</table>
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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

Goal 4

State and/or Local Priorities addressed by this goal:

| State Priorities: |
| Local Priorities: |

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

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

OR

Actions/Services

Budgeted Expenditures
# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| New Goal |

## Goal 5

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priorities:</td>
</tr>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

| Identified Need: |

| Expected Annual Measurable Outcomes |
|---|---|---|---|
| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

## 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 |

| OR |

| Actions/Services |

| Budgeted Expenditures |
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$502,272</td>
<td>15.29%</td>
</tr>
</tbody>
</table>

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).

Based on Manzanita’s performance data, services for socio-economically disadvantaged students, SPED students, and EL students will increase with more targeted interventions. All of these subgroups will receive services including designated and integrated ELD, school wide positive behavior support (DESSA), after school math learning camps, an EL specialist and Title 1 teacher tutors providing small group instruction. Technology will also continue to play a supportive role with standardized math and language arts practice as well as providing more global awareness of the world we live in.

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$549,518</td>
<td>17.22%</td>
</tr>
</tbody>
</table>

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).

Based on Manzanita's performance data, services for socio-economically disadvantaged students, SPED students, and EL students will increase with more targeted interventions. All of these subgroups will receive services including designated and integrated ELD, school wide positive behavior support (DESSA), after school math learning camps, an EL specialist and Title 1 teacher tutors providing small group instruction. Technology will also continue to play a supportive role with standardized math and language arts practice as well as providing more global awareness of the world we live in.

<table>
<thead>
<tr>
<th>LCAP Year: 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$254,675.00</td>
</tr>
</tbody>
</table>

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 $ 254,675.00 in FY15-16. 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, addresses the needs of early language development, vocabulary development.

The 2015-2016 LCAP provides for increased services for those identified pupils through the use of a technology-based intervention in ELA for all underperforming students. Using Imagine Learning pre and post test metrics as well as internal benchmark assessments, the School will assess, intervene, monitor and support identified students. Certified tutors will provide instructional support in classrooms for mathematics, ELD and ELA. The Charter School will provide professional development to support the alignment of curriculum to CCCSS.
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.

**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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

**Comprehensive Support and Improvement**

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

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

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “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:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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.
For 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 recategorization 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. A 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).

   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “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).

(e) “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?

Prepared by the California Department of Education, January 2019
# LCAP Expenditure Summary

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