

Introduction:

LEA: Blue Oak Charter School **Contact (Name, Title, Email, Phone Number):** Nathan Rose, Executive Director, nathan@blueoakcharterschool.org, (530) 879-7483 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
Parents, community partners, pupils, and school staff have engaged in the development of the Blue Oak Charter School (BOCS) LCAP through the following methods: Executive Director distributes surveys to parents, staff, and teachers Director tabulates results Review survey results at LCAP Committee (Site Council) LCAP Committee (Site Council) - Preliminary LCAP plan draft review LCAP Committee (Site Council) meeting- finalize LCAP written by Executive	

<p>Director May 10th- Board meeting- preliminary review of LCAP plan Month of May Open review of LCAP on Website with Exec. Director answering questions from public Late May- LCAP Committee to review board recommendations June 14th- Board meeting- approval LCAP Plan DEADLINE; and June 30th- Submit LCAP Plan</p> <p>BOCS has considered all feedback during the development of the LCAP. As a result of such processes, BOCS has identified the need to enhance parent education nights, increase school to parent communication, and increase parent correspondence on the adoption of Common Core State Standards, Local Control Funding, and Smarter Balanced Assessment. Findings from staff survey identify the need to implement a professional development.</p> <p>In the annual update, BOCS will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities. BOCS will continue to refer to trends in students achievement and parent input.</p>	
<p>Annual Update:</p>	<p>Annual Update:</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL 1:	Reduce number of student suspensions	Related State and/or Local Priorities: 1 2 3 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : Improve how staff handles discipline and intervention with students who frequently misbehave. Look for strategies and supports for staff to address student behavior.

Goal Applies to: Schools: Blue Oak
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Reduce student suspensions by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support student behavior using the NHA by coaching students and teachers in the classroom, on campus; support student discipline under the direction of the school principal.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use of Nurtured Heart Approach among all staff as part of their contracted time 1000-1999: Certificated Personnel Salaries Base 1,400,000 Hire outside coach as needed for training of staff 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 775
Use School Counselor for identification of students that require outside resources and refer families to free/low cost medical, counseling, and other community services that could affect behavior.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ Counselor 2000-2999: Classified Personnel Salaries Locally Defined 44,000
Educate staff on how to intervene with difficult behaviors		<input checked="" type="checkbox"/> All	Work already being done by administrative staff and teachers

to reduce suspensions.	Schoolwide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	as part of their contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Reduce student suspensions by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support student behavior using the NHA by coaching students and teachers in the classroom, on campus; support student discipline under the direction of the school principal	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use of Nurtured Heart Approach among all staff as part of their contracted time 1000-1999: Certificated Personnel Salaries Base 1,400,000 Hire outside coach as needed for training of staff 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 775
Use School Counselor for identification of students that require outside resources and refer families to free/low cost medical, counseling, and other community services that could affect behavior.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ Counselor 2000-2999: Classified Personnel Salaries Locally Defined 44,000
Educate staff on how to intervene with difficult behaviors to reduce suspensions.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Work already being done by administrative staff and teachers as part of their contract 1000-1999: Certificated Personnel Salaries Locally Defined 0

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Reduce student suspensions by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support student behavior using the NHA by coaching students and teachers in the classroom, on campus; support student discipline under the direction of the school principal	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use of Nurtured Heart Approach among all staff as part of their contracted time 1000-1999: Certificated Personnel Salaries Base 1,400,000 Hire outside coach as needed for training of staff 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 775
Use School Counselor for identification of students that require outside resources and refer families to free/low cost medical, counseling, and other community services that could affect behavior.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ Counselor 2000-2999: Classified Personnel Salaries Locally Defined 44,000
Educate staff on how to intervene with difficult behaviors to reduce suspensions.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work already being done by administrative staff and teachers as part of their contract 1000-1999: Certificated Personnel Salaries Locally Defined 0

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Increase ELA proficiency: 1. Growth in student reading fluency and comprehension measures as measured by school-created benchmark assessments to give us student achievement data related to reading. 2. Maintenance of student reading proficiency throughout the middle school years. Both outcomes to be measured at each trimester reporting period, depending on the reading level of the student, by: * QRI or Rigby * Reading fluency measures * Reading comprehension measures * Grade level reading benchmark assessments	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : Since our teachers in our Waldorf Public School stay with their classes year to year (loop), we need a way to ensure that the same content is being taught with the same expectations for students year after year with every group of students.

Goal Applies to: Schools: Blue Oak
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Increase ELA Proficiency by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement weekly book bag program in grades 2-4; support schoolwide literacy through library use.	Schoolwide 2nd-4th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ library coordinator 25 hours weekly 2000-2999: Classified Personnel Salaries Locally Defined 12,000
Continued development of articulated reading curriculum to match CCSS/ ELD Standards and Waldorf timeline, including curricular pacing and standards to be taught each semester.	Schoolwide 1st -8th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Work to be done by administrators and teachers as part of their contracts 1000-1999: Certificated Personnel Salaries Locally Defined 0 Employ Title 1 Reading Specialist at .8 FTE 2000-2999: Classified Personnel Salaries Title I 38,000 Employ Reading Discovery and Seeing Stars Coordinator

		_ Other Subgroups: (Specify)	(paraprofessional) 2000-2999: Classified Personnel Salaries Locally Defined 13,000
Identification and purchase of resources for teaching reading in grades 1-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.	Schoolwide 1st-8th	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchases in books and materials 4000-4999: Books And Supplies Locally Defined 9,000
Implementation of Common Core aligned benchmark reading assessments for grades 2-8.	Schoolwide 2nd-8th grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Use of Rigby, BPST and QRI 4000-4999: Books And Supplies Locally Defined 1,000
Integration of Movement Specialist for Reading Intervention (aka S'cool Moves).	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employ movement/reading specialist .4 FTE (Title 1 FTE 0.2 / General Fund FTE 0.2) 1000-1999: Certificated Personnel Salaries Locally Defined 8,000 Employ Movement/reading Specialist .4 FTE (Title 1 FTE 0.2 / General Fund FTE 0.2) 1000-1999: Certificated Personnel Salaries Title I 8,000
Support teacher professional development in reading as part of grade level instruction.	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer professional development to inform teachers of new grade level instruction 5000-5999: Services And Other Operating Expenditures Locally Defined 36,000

Continued implementation of Reading Discovery	Schoolwide 2nd-4th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by administrators and teachers as part of their contracts 1000-1999: Certificated Personnel Salaries Locally Defined 0 Employ Reading Aides for a total of 24 hr/wk 2000-2999: Classified Personnel Salaries Locally Defined 10,032
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase ELA Proficiency by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement weekly book bag program in grades 2-4; support schoolwide literacy through library use.	Schoolwide 2nd-4th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ library coordinator 25 hours / week 2000-2999: Classified Personnel Salaries Locally Defined 12,000
Continued development of articulated reading curriculum to match CCSS/ ELD Standards and Waldorf timeline, including curricular pacing and standards to be taught each semester.	Schoolwide 1st -8th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by administrators and teachers as part of their contracts 1000-1999: Certificated Personnel Salaries Locally Defined 0 Employ Seeing Stars and Reading Discovery coordinator 2000-2999: Classified Personnel Salaries Locally Defined 13,000 Employ Title 1 Reading Specialist at .8 FTE 1000-1999: Certificated Personnel Salaries Title I 39,520
Identification and purchase of resources for teaching reading in grades 1-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.	Schoolwide 1st-8th	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase of books and materials 4000-4999: Books And Supplies Locally Defined 9,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implementation of Common Core aligned benchmark reading assessments for grades 2-8.	Schoolwide 2nd-8th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use of Rigby, BPST and QRI 4000-4999: Books And Supplies Locally Defined 1,000
Integration of Movement Specialist for Reading Intervention (aka S'cool Moves)	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ movement/reading specialist .4 FTE (Title 1 FTE 0.2 / General Fund FTE 0.2) 1000-1999: Certificated Personnel Salaries Locally Defined 8,320 Employ movement/reading specialist .4 FTE (Title 1 FTE 0.2 / General Fund FTE 0.2) 1000-1999: Certificated Personnel Salaries Title I 8,320
Support teacher professional development in reading as part of grade level instruction.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer professional development to inform teachers of new grade level instruction 1000-1999: Certificated Personnel Salaries Locally Defined 36,000
Continued implementation of Reading Discovery	Schoolwide 2nd-4th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Work to be done by administrators and teachers as part of their contracts 1000-1999: Certificated Personnel Salaries Locally Defined 0 Employ Title 1 Reading Specialist at .8 FTE 1000-1999: Certificated Personnel Salaries Title I 39,520

		(Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase ELA Proficiency by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement weekly book bag program in grades 2-4; support schoolwide literacy through library use.	Schoolwide 2nd-4th grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ library coordinator 2000-2999: Classified Personnel Salaries Locally Defined 12,000
Continued development of articulated reading curriculum to match CCSS/ ELD Standards and Waldorf timeline, including curricular pacing and standards to be taught each semester.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by administrators and teachers as part of their contract 1000-1999: Certificated Personnel Salaries Locally Defined 0 Employ Seeing Stars and Reading Discovery coordinator 2000-2999: Classified Personnel Salaries Locally Defined 13,000 Employ Title 1 Reading Specialist at .8 FTE 1000-1999: Certificated Personnel Salaries Title I 41,100
Identification and purchase of resources for teaching reading in grades 1-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.	Schoolwide 1st-8th	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase books and materials 4000-4999: Books And Supplies Locally Defined 9,000
Implementation of Common Core aligned benchmark reading assessments for grades 2-8.	Schoolwide 2nd-8th grades	<input checked="" type="checkbox"/> All OR:	Use of Rigby, BPST and QRI 4000-4999: Books And Supplies Locally Defined 1,000

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Integration of Movement Specialist for Reading Intervention (aka S'cool Moves).	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employ movement/reading specialist .4 FTE (Title 1 FTE 0.2 / General Fund FTE 0.2) 1000-1999: Certificated Personnel Salaries Locally Defined 8,652 <hr/> Employ movement/reading specialist .4 FTE (Title 1 FTE 0.2 / General Fund FTE 0.2) 1000-1999: Certificated Personnel Salaries Title I 8,652
Support teacher professional development in reading as part of grade level instruction.	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer professional development to inform teachers of new grade level instruction 1000-1999: Certificated Personnel Salaries Locally Defined 36,000
Continued implementation of Reading Discovery	Schoolwide 2nd-4th grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Work to be done by administrators and teachers as part of their contracts 1000-1999: Certificated Personnel Salaries Locally Defined 0 <hr/> Employ Title 1 Reading Specialist at .8 FTE 1000-1999: Certificated Personnel Salaries Locally Defined 39,520

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Math proficiency - By the using school wide assessment data Outcomes are to improve Common Core understanding to be prepared for Smarter Balanced Testing Current Use Of OARS Assessment data for Charter Renewal as well.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify
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Identified Need :	Math Proficiency
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Goal Applies to:	Schools: Blue Oak
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase math proficiency on internal and state assessments by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identified students in grades 3-8 receive math intervention services	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ full-time Math Specialist 1000-1999: Certificated Personnel Salaries Title I 47,000 Employ math intervention aide 15 hrs/week 2000-2999: Classified Personnel Salaries Locally Defined 6,555
Math specialist to provide weekly anchor lessons grades 4-5	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Part of existing contract of math specialist
Math specialist to provide afterschool tutoring 3x per week	Schoolwide	<input checked="" type="checkbox"/> All OR:	Part of existing contract of math specialist

	e	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Math specialist to provide teacher training in math curriculum	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Part of existing contract of math specialist
Math specialist to provide parent information night for upper grades parents to understand Common Core and CPM math curriculum, 2 nights annually	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Part of existing contract of math specialist
Purchase math curriculum in support of Common Core Standards	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Common core state adopted program 4000-4999: Books And Supplies Locally Defined 15,000
Purchase supplemental math curriculum (i.e. algebra tiles, workbooks, etc.)	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase needed materials 4000-4999: Books And Supplies Locally Defined 1,500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase math proficiency on internal and state assessments by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identified students in grades 3-8 receive math intervention services	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ full-time math specialist 1000-1999: Certificated Personnel Salaries Title I 47,000 Employ math intervention aide 15 hrs/week 2000-2999: Classified Personnel Salaries Locally Defined 6,555
Math specialist to provide weekly anchor lessons grades 4-5	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Part of existing contract of math specialist
Math specialist to provide afterschool tutoring 3x per week	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Part of existing contract of math specialist

<p>Math specialist to provide teacher training in math curriculum</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Part of existing contract of math specialist</p>
<p>Math specialist to provide parent information night for upper grades parents to understand Common Core and CPM math curriculum, 2 nights annually</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Part of existing contract of math specialist</p>
<p>Purchase math curriculum in support of Common Core Standards</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Common core state adopted program 4000-4999: Books And Supplies Locally Defined 15,000</p>
<p>Purchase supplemental math curriculum (i.e. algebra tiles, workbooks, etc.)</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase needed materials 4000-4999: Books And Supplies Locally Defined 1,500</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Increase math proficiency on internal and state assessments by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identified students in grades 3-8 receive math intervention services	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ full-time math specialist 1000-1999: Certificated Personnel Salaries Locally Defined 47,000 Employ math intervention aide 15 hrs/week 2000-2999: Classified Personnel Salaries Locally Defined 6,555
Math specialist to provide weekly anchor lessons grades 4-5	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Part of existing contract of math specialist
Math specialist to provide afterschool tutoring 3x per week	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Part of existing contract of math specialist
Math specialist to provide teacher training in math curriculum	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Part of existing contract of math specialist

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Math specialist to provide parent information night for upper grades parents to understand Common Core and CPM math curriculum, 2 nights annually	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Part of existing contract of math specialist
Purchase math curriculum in support of Common Core Standards	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Common core state adopted program 4000-4999: Books And Supplies Locally Defined 15,000
Purchase math curriculum in support of Common Core Standards	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase needed materials
Purchase supplemental math curriculum (i.e. algebra tiles, workbooks, etc.)	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase needed materials 4000-4999: Books And Supplies Locally Defined 1,500

		(Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Technology Use, infrastructure and understanding	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : Use of Technology in the classroom for assessment, instruction and data collection

Goal Applies to: Schools: Blue Oak
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Improve Statewide testing data by having students understand use of technology prior to use for state testing

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Grades 6-8 receive technology specific classes	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ technology teacher .2 FTE 2000-2999: Classified Personnel Salaries Locally Defined 5,244
Purchase devices for students and teachers per school needs	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use existing devices in 16-17 SY
Teach students how to use device prior to state testing	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ testing coordinator .2 FTE in spring only 2000-2999: Classified Personnel Salaries Locally Defined 1,920

	e	<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Improve Statewide testing data by having students understand use of technology prior to use for state testing		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Grades 6-8 receive technology specific classes	Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Employ technology teacher .2 FTE 2000-2999: Classified Personnel Salaries Locally Defined 5,244
Purchase devices for students and teachers per school needs	Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Use existing devices in 16-17 SY
Teach students how to use device prior to state testing	Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient 	Employ testing coordinator .2 FTE in spring only 2000-2999: Classified Personnel Salaries Locally Defined 1,920

		_ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Improve Statewide testing data by having students understand use of technology prior to use for state testing		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Grades 6-8 receive technology specific classes	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ technology teacher .2 FTE 2000-2999: Classified Personnel Salaries Locally Defined 5,244
Purchase devices for students and teachers per school needs	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use existing devices in 16-17 SY
Teach students how to use device prior to state testing	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ testing coordinator .2 FTE in spring only 2000-2999: Classified Personnel Salaries Locally Defined 1,920

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Improve chronic absenteeism	Related State and/or Local Priorities: 1 2 _ 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8 COE only: 9 10 Local : Specify
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Identified Need : Improve Absenteeism with students who are considered habitually truant (i.e. more than 10% of school days)

Goal Applies to: Schools: Blue Oak
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Maintain Average Daily Attendance at 94.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase communication of attendance related issues	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by administrator as part of contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
Create policy to support school attendance and reporting to Butte County SARB board	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by administrator as part of contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
Educate parents on independent study availability and improve completion rate	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by attendance clerk as part of regular hours 2000-2999: Classified Personnel Salaries Locally Defined 0

	e	<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Maintain Average Daily Attendance at 94.5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase communication of attendance related issues	Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Work to be done by administrator as part of contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
Create policy to support school attendance and reporting to Butte County SARB board	Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Work to be done by administrator as part of contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
Educate parents on independent study availability and improve completion rate	Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient 	Work to be done by attendance clerk as part of regular hours 2000-2999: Classified Personnel Salaries Locally Defined 0

		_ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Maintain Average Daily Attendance at 94.5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase communication of attendance related issues	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by administrator as part of contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
Create policy to support school attendance and reporting to Butte County SARB board	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by administrator as part of contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
Educate parents on independent study availability and improve completion rate	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work to be done by attendance clerk as part of regular hours 2000-2999: Classified Personnel Salaries Locally Defined 0

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Improve Parent Participation in all aspects of the school	Related State and/or Local Priorities: 1 2 _ 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8 COE only: 9 10 Local : Specify
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Identified Need : Parent Participation

Goal Applies to: Schools: Blue Oak
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Increased parent participation as indicated on annual survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Better Inform parents of school activities and events	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ Public Relations Coordinator for 18 hrs/week 2000-2999: Classified Personnel Salaries Locally Defined 12,960 Work with administration as part of their already existing contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
Create events which parents and students want to participate (i.e. festivals, parent education nights, etc.)	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	As part of PR Coordinator's existing hours 2000-2999: Classified Personnel Salaries Purchase of materials and supplies in support of events and festivals, parent education nights etc. 4000-4999: Books And Supplies Locally Defined 4,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increased parent participation as indicated on annual survey		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Better Inform parents of school activities and events	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ Public Relations Coordinator for 18 hrs/week 2000-2999: Classified Personnel Salaries Locally Defined 12,960 Work with administration as part of their already existing contract 1000-1999: Certificated Personnel Salaries Locally Defined 0
Create events which parents and students want to participate (i.e. festivals, parent education nights, etc.)	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	As part of PR Coordinator's existing hours 2000-2999: Classified Personnel Salaries Purchase of materials and supplies in support of events and festivals, parent education nights etc. 4000-4999: Books And Supplies Locally Defined 4,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increased parent participation as indicated on annual survey		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Better Inform parents of school activities and events	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Employ Public Relations Coordinator for 18 hrs/week 2000-2999: Classified Personnel Salaries Locally Defined 12,960 Work with administration as part of their already existing contract 1000-1999: Certificated Personnel Salaries Locally Defined 0

		_ Other Subgroups: (Specify)	
Create events which parents and students want to participate (i.e. festivals, parent education nights, etc.)	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	As part of PR Coordinator's existing hours 2000-2999: Classified Personnel Salaries <hr/> Purchase of materials and supplies in support of events and festivals, parent education nights etc. 4000-4999: Books And Supplies Locally Defined 4,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:				Related State and/or Local Priorities: 1 2 3_ 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Reduce number of student suspensions	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Blue Oak Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Reduce number of student suspensions set the baseline	Actual Annual Measurable Outcomes: Still compiling data as year has not ended, we project a reduction due to better education of staff and intervention of behavior	
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Support student behavior using the NHA by coaching students and teachers in the classroom, on campus; support student discipline under the direction of the school principal		Use School Counselor for identification of students that require outside resources and refer families to free/low cost medical, counseling, and other community services that could affect behavior.	
Scope of Service	Schoolwide	Scope of Service	Schoolwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Educate Staff on how to intervene with difficult behaviors X All Work already being done by Administrative staff and Teachers to reduce Suspensions</p>											
<table border="1"> <tr> <td data-bbox="100 315 243 391">Scope of Service</td> <td data-bbox="243 315 569 391">Schoolwide</td> </tr> <tr> <td colspan="2" data-bbox="100 391 569 704"> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Schoolwide	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 315 1182 391">Scope of Service</td> <td data-bbox="1182 315 1514 391"></td> </tr> <tr> <td colspan="2" data-bbox="1031 391 1514 704"> <p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		
Scope of Service	Schoolwide										
<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>											
Scope of Service											
<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>											
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Administrative staff will be tasked with keeping better records and handling of more severe infractions.</p>										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Increase ELA proficiency	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Blue Oak Applicable Pupil Subgroups: Yes		
Expected Annual Measurable Outcomes:	Increase ELA proficiency set baseline	Actual Annual Measurable Outcomes: Still compiling data from Internal Assessment on ELA reading scores and statewide data	
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement weekly book bag program in grades 2-4; support schoolwide literacy through library use.	Employ library tech 29 hours weekly	Continued development of articulated reading curriculum to match CCSS/ ELD Standards and Waldorf timeline, including curricular pacing and standards to be taught each semester.	
Scope of Service	Schoolwide	Scope of Service	Schoolwide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>Identification and purchase of resources for teaching reading in grades 1-8 to help integrate Common Core Standards aligned instructional practices with the Waldorf curriculum.</p>		<p>Implementation of Common Core Standards aligned benchmark reading assessments for grades 3-8.</p>	
<p>Scope of Service: Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support teacher professional development in reading as part of grade level instruction</p>		<p>Continued implementation of Reading Discovery</p>	
<p>Scope of Service: Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are attempting to change master Schedule to increase time for Reading Discovery program. Sending more people to movement and reading training such as Seeing Stars and Ball-a-visX.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Increase math proficiency	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Blue Oak Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase Math Proficiency- Set the baseline	Actual Annual Measurable Outcomes: Still compiling data through internal assessments and statewide data	
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identified students in grades 3-8 receive math intervention services.	Employ full-time math specialist	Math specialist to provide weekly anchor lessons grades 3-8.	
Scope of Service	Schoolwide	Scope of Service	Schoolwide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Math coaches to provide teacher training in math curriculum.		Math specialist to provide parent information night for upper grades parents to understand	

		Common Core and CPM Math curriculum, 2 nights annually.	
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase Math Curriculum in support of Common Core Standards		Purchase supplemental Math Curriculum (i.e. algebra tiles, workbooks, etc)	
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Hold Parent Education Nights in order to improve understanding of Math curriculum at home.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Improve statewide testing data by having students understand use of technology prior to use for state testing	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Blue Oak Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Improve Statewide testing data - set baseline	Actual Annual Measurable Outcomes: Baseline set	
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will understand how to use technology for testing	Employ part-time testing technology coordinator 2000-2999: Classified Personnel Salaries Locally Defined 6,000	Purchase of Chromebooks for ease of use and adaptability	Purchase Chromebooks 4000-4999: Books And Supplies Locally Defined 9,800
Scope of Service: Schoolwide		Scope of Service: Schoolwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Grades 6-8 receive Technology Specific Classes	Employ technology teacher .25 FTE 2000-2999: Classified Personnel Salaries Locally Defined 6,270		

<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue work with Teachers on pre-test training.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Improve chronic absenteeism	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Blue Oak Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain 94.5% ADA rate	Actual Annual Measurable Outcomes: As of April maintained 94.5% ADA Rate	
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase communication of attendance related issues.	Part of administrators contract 1000-1999: Certificated Personnel Salaries Base 0	Create policy to support school attendance and reporting to Butte County SARB board.	Part of existing hours for staff 1000-1999: Certificated Personnel Salaries Base 0
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Educate parents on independent study availability and improve completion rate.	Work to be done by staff hours 2000-2999: Classified Personnel Salaries Base 0		

<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Better Education on when and how to use independent study. Change in Policy to state 10% of schools days may trigger SARB</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Improve parent participation in all aspects of the school.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Blue Oak Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Increased parent participation as indicated on annual survey.	Actual Annual Measurable Outcomes:	Annual survey collection in May results to follow fall of 2016.
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Better inform parents of school activities and events through newsletter and improved website.	Employ PR coordinator 2000-2999: Classified Personnel Salaries Locally Defined 12,240	Create events which parents and students want to participate (i.e. festivals, parent education nights, etc.).	Purchase of materials and supplies in support of events and festivals, parent education nights, etc. 4000-4999: Books And Supplies Locally Defined 4,000
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	Use of PR employee to create support for parent participation.		

made as a result of reviewing past progress and/or changes to goals?	
----------------------------------------------------------------------	--

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year:				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>180,986</u>
BOCS identified GAP funding decrease in FY 16-17 expenditures which support and serve our populations of unduplicated students, BOCS’s additional supplemental and concentration spending requirement is 5.74%. A detail of FY 16-17 expenditures for unduplicated students, and new investments, are provided as appendices to this document.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.74 %	%
A detail of FY 16-17 expenditures for unduplicated students, and new investments, are provided as appendices to this document.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Funding Sources	24,510.00	13,800.00	1,673,986.00	1,705,634.00	1,707,878.00	5,087,498.00
Base	0.00	0.00	1,400,000.00	1,400,000.00	1,400,000.00	4,200,000.00
Locally Defined	24,510.00	13,800.00	180,986.00	171,274.00	258,126.00	610,386.00
Title I	0.00	0.00	93,000.00	134,360.00	49,752.00	277,112.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Expenditure Types	24,510.00	13,800.00	1,673,986.00	1,705,634.00	1,707,878.00	5,087,498.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	1,463,000.00	1,578,680.00	1,580,924.00	4,622,604.00
2000-2999: Classified Personnel Salaries	24,510.00	0.00	143,711.00	95,679.00	95,679.00	335,069.00
4000-4999: Books And Supplies	0.00	13,800.00	30,500.00	30,500.00	30,500.00	91,500.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	36,000.00	0.00	0.00	36,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	775.00	775.00	775.00	2,325.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Expenditure Types	All Funding Sources	24,510.00	13,800.00	1,673,986.00	1,705,634.00	1,707,878.00	5,087,498.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	1,400,000.00	1,400,000.00	1,400,000.00	4,200,000.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	8,000.00	44,320.00	131,172.00	183,492.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	55,000.00	134,360.00	49,752.00	239,112.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Locally Defined	24,510.00	0.00	105,711.00	95,679.00	95,679.00	297,069.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	38,000.00	0.00	0.00	38,000.00
4000-4999: Books And Supplies	Locally Defined	0.00	13,800.00	30,500.00	30,500.00	30,500.00	91,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	0.00	36,000.00	0.00	0.00	36,000.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	0.00	775.00	775.00	775.00	2,325.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

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

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

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

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