Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Blue Oak Charter School	Susan Domenighini Executive Director	sdomenighini@blueoakcharterschool.org (530) 879-7483 ext 2003

2017-20 Plan Summary
The Story

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

Blue Oak Charter (BOC) provides a Waldorf Inspired Common Core-based curriculum for students from Transitional Kindergarten through 8th grade.   Located in Chico California BOCS serves approximately 400 students from Butte and contiguous counties.

BOC is committed to nourishing and educating the whole child, based on the natural developmental model. The Waldorf curriculum is an inspirational and disciplined approach that infuses learning with enthusiasm, creativity and significance. BOC brings Waldorf, a formerly private-sector developmental model of educational pedagogy into the public sphere with integrity, purpose, and vision. Engagement of the child is one of the tenants of this model of education and it is the job of the teacher, and the life-blood of the school, to awaken and engage the will of a child. Children at Blue Oak model citizenry, compassion, and excellence in academic and social endeavours while wholly embracing standards-based curriculum, instruction and assessment. The curriculum is developmentally appropriate, neurologically sound, integrative and imaginative and aligned with California state standards, with an emphasis on practical skills highly applicable to life in the 21st century. Blue Oak serves a highly diverse socioeconomic population with 43% of students who qualify for Free and Reduced Price Lunch. Integration of the arts and movement into the daily educational experience of the child sets Waldorf and Blue Oak apart from other local schools.

LCAP Highlights

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

The Blue Oak community continues to support the goals established in last year's process: 1) Strengthening community; addressing the need to focus on the support of parents and their connection to the school and its unique environment, 2) Supporting all students following the multi-tiered system of supports inclusive of academics, behavior and social-emotional supports; 3) Improve the focus on skills needed to succeed in high school. The goals from the past LCAP were grouped and redesigned to fit within these three primary goals.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Blue Oak completed the charter renewal process which included an in-depth review of the charter and the achievement of established goals. Blue Oak continued to see a reduction in overall behaviour concerns through the work of the Behavior Leadership Team. Reading Discovery was revisited, and implementation was improved. Results on year-end QRI scores for both 2nd and 3rd grade show the progress. The Academic Leadership Team was re-established and began to review both individual and schoolwide academic concerns. Through this process, students found to need increased intervention received them. Increased communication with the Special Education Team helped to improve services to SPED students. Targeted supports increased for ELD students, enhancing their oral skills and socialisation. Teachers and staff trained on and implemented the new ELPAC assessments this spring.

Blue Oak received a grant to implement Multi-Tiered Systems of Support. A team of four teachers, the Executive Director and the School Social Worker attended training and developed implementation plans which will continue in the 2018-19 school year.

Parent engagement increased through the work of the Parent/Community Liaison and the Parent Council. New offerings developed for middle school including engineering, drama and other electives strengthed the offerings; research and increased technology training helped to improve High School preparedness.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined

need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

. Clear and consistent review of school-wide student data is the greatest need. Though Leadership teams for Academic and Behavior meet, the focus has been primarily on individual students in need of intervention and as the beginning of the SST process. These teams will now move into the implementation of data review including support and training through Butte County Office of Education, Positive Behavior, Interventions and Supports

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Blue Oak is implementing iReady as a school wide assessment for ELA and math to address consistency of instruction and learning across grades and classes. Blue Oak will review data and testing results to target the needs of lower performing groups. Academic leadership team will prepare implementation plans through its members to address issues and support the implementation school wide.

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

Increased or Improved services

1) Increase writing intervention for ELD students.
2) Utilize data to assess needs specific to low-income students and increase student success.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$371,241.50

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

State   3,679,517
Federal   94,835
Local   248,638
Total Revenue $4,022,990

Certificated Salaries	1,593,429
Classified Salaries	345,101
Benefits	675,604
Total Personnel Expense	2,614,134
Books and Supplies	93,363
Services and Other Operating Expenses	999,047
Total Expenses	$3,706,544

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Strengthen Community

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance and engagement in committee meetings, classroom parent meetings and activities, responses to surveys **17-18** Establish baselines for all measures. **Baseline** # of parents completed the LCAP Survey # of parents average in class meetings # of parents engaged in committees # of parent volunteer hours	Attendance and engagement in committee meetings, classroom parent meetings and activities, responses to surveys

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish Parent Liaison Position to support the participation of all parents and establish measurement of Parent Engagement.	The Parent/Community Liaison position was filled with a current Blue Oak parent. Parent and Community communications increased including a weekly newsletter and community calendar. Blue Oak took part in community events such as the Endangered Species Fair to increase the awareness of Blue Oak in the larger Chico community.	Parent Liaison/Front Office to support all parent engagement and increase volunteerism 2000-2999: Classified Personnel Salaries Supplemental 9900	2000-2999: Classified Personnel Salaries Supplemental 10440
		Benefits to support Parent Liaison 3000-3999: Employee Benefits Supplemental 1424.85	3000-3999: Employee Benefits Supplemental 1600

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Re-establish Enrollment process to support student and parent engagement	The enrollment process was reviewed and continues to be developed. This process will continue next year.	No additional cost included in current budget and job assignments 0	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement improved communication by 1) Improve use of website 2) Open parent portal for PowerSchool 3) Re-establish parent corner	The parent corner, now called the Parent Room has been re established and well received. Training on PowerSchool was received but technical issues kept the portal from being opened this year. This goal will continue next year. The training was provided by CSMC and there was no cost to the school.	On site training on Power School during In service 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2200	0

Analysis

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

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

Significant progress was made on this goal. Parents are actively engaged in communicating their needs and concerns to administration. Parent Council Leadership has begun to engage directly in the school planning meeting twice with the Executive Director. A parent workshop addressing student screen time was well attended. The Friends-giving and Art from the Heart were also well received..

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

Engagement of the general parent population continues to be a goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CSMC provided PowerSchool training free of charge. There were some minor differences between the planned and actual Parent/community Liaison schedule.and therefor costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No Changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

Support Success of All Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State standardized test scores Locally implemented test scores Behavior referral data Suspension & Expulsion data Attendance Data with a special focus on chronic absenteeism.	State Standardized test scores Locally implemented test scores Behavior referral data. level 2's and 3's were counted for the first time this year. total level 2 referrals 727, total level 3 referrals 198 Suspensions for the 17-18 school year are at 33, down from 89 last school year. There were no expulsions this year down from 1 last year. Attendance remains an issue at 93% CAASPP preliminary reports will be available this week Suspensions were reduced by 63%. There were no expulsions this year. IReady was piloted this year and will be used for block assessments next year.

	Expected	Actual

Expected	Actual
17-18 Increase ELA & Math Proficiency by 5% Reduce suspensions by 5% Increase Attendance rate to 93.5% **Baseline** Develop benchmarks for local block assessments Establish baseline expectations for behavior and academics	Level 2 and 3 referrals will be used as a baseline for next year. Academic referrals will be baselined in 18-19.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve implementation of ELA instruction by 1) Re-establish full implementation of Reading Discovery 2) Implement ELA outline for phonics and grammar for 1st through 8th, 3) Improve assessment to include all levels of achievement 4) Coordinate with Special Education on remediation 5) Establish Expansion plans for advanced learners 6) Continue School Moves	Full implementation of Reading Discovery was accomplished. The effectiveness shows in the percentage of students at or above grade level in 2nd and third grade on the QRI. The assessment now includes all levels of achievement. The ELA outline was implemented and will be reviewed for 18-19. Coordination with Special Education increased. S'Cool Moves continued through the winter quarter. Expansion services are available for upper grades and are still in development for lower grades.	20% of one full time ELA Instructor 1000-1999: Certificated Personnel Salaries Supplemental 11335.4	1000-1999: Certificated Personnel Salaries Supplemental 9800
		Related benefits 3000-3999: Employee Benefits Supplemental 3607	3000-3999: Employee Benefits Supplemental 3600
		Classified reading support aides 2000-2999: Classified Personnel Salaries Supplemental 23472	2000-2999: Classified Personnel Salaries Supplemental 23200
		Related Benefits 3000-3999: Employee Benefits Supplemental 3785	3000-3999: Employee Benefits Supplemental 3700

		60% ELA Instructor 1000-1999: Certificated Personnel Salaries Title I 34006.4	1000-1999: Certificated Personnel Salaries Title I 32700
		Benefits related to 60% ELA position 3000-3999: Employee Benefits Title I 10822	3000-3999: Employee Benefits Title I 10800
		Materials to support reading instruction for struggling students 4000-4999: Books And Supplies Title I 1200	4000-4999: Books And Supplies Title I 1200

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve math instruction by 1) increasing average instructional time by --. 2) Strengthen math blocks by increasing collaboration with Math Specialist to develop Common Core Standards implementation, remediation and expansion applications 3) Continuing Math Club and other supports	Math instruction was increased, but in practice did not make a significant change in the levels of service. The schedule will be increased again in 18-19. Increased collaboration, Common Core implementation, remediation and extensions and Math Club Continued.	80% of Math Specialists 1000-1999: Certificated Personnel Salaries Title I 34590	1000-1999: Certificated Personnel Salaries Title I 34590
		Related Benefits 3000-3999: Employee Benefits Title I 8648	3000-3999: Employee Benefits Title I 13600
		20% of Math Specialist salary costs 1000-1999: Certificated Personnel Salaries Supplemental 12454	1000-1999: Certificated Personnel Salaries Supplemental 8700
		Related percentage of benefits 3000-3999: Employee Benefits Supplemental 3113	3000-3999: Employee Benefits Supplemental 3400
		Materials to support struggling students 4000-4999: Books And Supplies Title I 1214	4000-4999: Books And Supplies Title I 1214

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| Continue to implement behavior and social emotional supports through the School Social Worker and Behavior Interventionist. | This work continued, showing an improvement in overall school-wide behavior. Additional work will continue through the implementation of social emotional assessments, improved communication and consistency with implementing rules and reporting behaviors. | Social Worker and Behaviorist 2000-2999: Classified Personnel Salaries Supplemental 48712 | 2000-2999: Classified Personnel Salaries Supplemental 63000 |
| | | related benefits 3000-3999: Employee Benefits Supplemental 11691 | 3000-3999: Employee Benefits Supplemental 11700 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Integrate Behavior and Academic SST process while continuing the separate Behavior and Academic Leadership teams to improve use of data based decisions.	The joint leadership team was established late this year and will continue meeting monthly in 2018-19 continue the prototyping.	No additional cost, included in staff assignments 0	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish Attendance and behavior clerical position to support SARB and SST process including Level 2 referrals.	A front office clerical position was established and filled. It was found that the workload to support SST's did not fit with the front office position. The position supports attendance and short-term Independent Study.	Front Office Attendance & Behavior Tracking position 2000-2999: Classified Personnel Salaries Supplemental 9900	2000-2999: Classified Personnel Salaries Supplemental 9000
		Front Office Attendance & Behavior Tracking position benefits 1000-1999: Certificated Personnel Salaries Supplemental 1465	1000-1999: Certificated Personnel Salaries Supplemental 1500

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement long term Independent Study to expand the community	Long term Independent Study was implemented in November of 2017. The position did not need	Credentialed teacher to oversee Independent Study students	0

and to improve student engagement.	additional funding as staff restructuring was able to cover the workload. Eight students were served, most were on waiting lists for classroom slots. The teaching position was used to support intervention and short term Independent Study both programs made great strides during the year. The long term Independent Study program will be reviewed for next year.	1000-1999: Certificated Personnel Salaries Supplemental 22050	
		Matching benefits for Independent Study Teacher 3000-3999: Employee Benefits Supplemental 7350	0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Design teacher collaboration plan and observation to increase teacher support.	A new design for teacher collaboration and mentoring was designed around teacher teams. This was successful in some cases but not consistently. Work began on improving the observation process but was not completed. Both plans will be reviewed for improvement next year.	No additional cost, part of Education Director, Executive Director and Teachers assignments. 0	0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Specialties Instruction to engage the whole child as supported by Waldorf pedagogy, Howard Gardner's Multiple Intelligences and various Learning Modality studies.	Specialty instruction in Music, Strings, Band, Movement, Games and Spanish continued.	Support music and movement specialties 1000-1999: Certificated Personnel Salaries Supplemental 104974.75	1000-1999: Certificated Personnel Salaries Supplemental 121166

Analysis

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

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

Math and ELA instruction was reviewed and improved from an organizational and or delivery structure. Behavior and Academic team increased the effectiveness of school wide supports. Some improvement was seen in attendance tracking. Positive attendance rewards were implemented. The independent study program was expanded and improved.   Teacher mentoring and coaching became a focus for the Multi Tiered Systems of Supports team.

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

The adjustments in the ELA reading, intervention and ELD programs were successful. Students showed significant improvements in local test scores. Math also improved. Blue Oak has committed to give more time to math instruction in the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Blue Oak was able to adjust staff and did not require additional funds for the Independent Study position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made during the year.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

Prepare Students for High School

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Measure of specific skills necessary to succeed in high school Survey of graduates the ensuing fall **17-18** Establish baseline data **Baseline** Establish baseline data	A Middle School Development Committee met to address potential changes in the program to address student success in high school. Instruction in note taking, MLA, research and other skills needed for high school were accomplished by the middle school classes. Baseline measurements are still being developed.

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Middle School Plan as determined by Middle School Development Committee including subject focused assignments by teachers'	The Middle School plan began implementation with some block swaps and electives. This was well received and will continue. The expansion of block swapping will continue, and further research will be done to examine a potential change in looping.	No additional costs are anticipated. 0	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Beginning in sixth grade students will be instructed in Note taking, MLA, research strategies and Self sufficiency. This will be inclusive of all classes including Specialties.	Work began on this action and will continue in more depth during 2018-19.	No additional cost is anticipated. 0	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase exposure to technology beginning in 3rd grade to include digital citizenship, research and word processing.	The technology teaching position was filled by a current staff member so additional expenditures were not required. Students from 3rd through 8th received increased exposure to technology.	Increase technology position to 40% 1000-1999: Certificated Personnel Salaries Supplemental 15375	1000-1999: Certificated Personnel Salaries Supplemental 22000
		Related Benefits 3000-3999: Employee Benefits Supplemental 6997	3000-3999: Employee Benefits Supplemental 7000

Analysis

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

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

6th Grade
Note taking: Notetaking began in 5th grade. Students take notes from lectures and informational videos. They then are asked to write 7-11 sentence paragraphs referencing their notes.

MLA: Work cited in research project (Geology); Roman Invention research report: typed, double spaced, work cited, 12 pt font

Research strategies: Two research papers utilizing both internet and book sources

Self sufficiency: Assignment notebooks

I have done instruction in note taking including: how to write an outline, brief and expanded (using Writing with Skill and pre-printed organizers), we have briefly looked at the split-page method an Cornell method; they have used Underlining key points when given informational text pages; taken notes from short videos to help with understanding and synthesizing information, such as the Life Cycle of a Star, or layers of the ocean; graphic organizers to help learn how to summarize a passages key ideas.

Research Strategies: used chromebooks to research topics for group presentations, such as water biomes; inventions of the Romans; given various copies of information regarding a topic, such as Feudal Europe, used to write a summary/ presentation; we have looked briefly at evaluating credibility with online sources- opinion vs. fact;

Self-sufficiency: offered homework planner; group/cooperative work- relying on each other to figure out the problem; using a dictionary or thesaurus to find words; self and peer editing of work; ask peers before asking me

7th Grade
During Main Lesson, I often ask my students to take notes as I am speaking or reading to them. If I give them a passage to read, I will ask them to highlight the important information and then use this to write a summary/synopsis, relating to what we have experienced in our block lessons/activities.
Since 6th grade, we have practiced using a Works Cited page format, for research report/essay assignments.
Since 4th grade, we have worked on research strategies for report writing and they know where to gather information/data for research: primary and secondary resources, references from libraries, periodicals, etc.
We use MLA citation format when quoting from a resource and embed into our scientific writings.
I'm glad we use MLA, because it has been years since I've used APA!
Everyday, we do self-sufficiency work, accountability, community building and leadership activities; it's an organic part of teaching.

8th Grade

Note -Taking

- Students take notes during lecture/instruction, videos. Often I supply a graphic organizer or key questions or terms they should be listening for. (listening note taking)
- Students take notes from expository reading (independent reading note taking)

Skills Used for Note- Taking
- deciding what to delete, or leave out
- deciding what to add in so information makes sense
- deciding what to substitute, or how to reword things to increase comprehension
- deciding what to keep as is

Instructional Strategies for Note-Taking
I teach my students how to organize information, so they can use it later.
- Delete information not necessary for understanding
- Take out information that is repeated or redundant
- Combine information from lists.
- One-Sentence Paraphrase

MLA Research

- My students in sixth through eighth grade were required to write an academic research based paper, using MLA
- All student PowerPoint also used MLA
- I provide a framework for my students to follow for their research
- Show students using the Elmo step by step of the research process. Including where to find the information needed to cite sources in multiple forms: newspaper, website, book, article….)

Games
Ready Rubrics
Daily Reflections
Self assessment
Peer Assessments
Instant Activities (student led)
I will be introducing a new set of assignments in which require students to conduct research regarding certain topics (fitness related, games and their origins, and personal interest projects relating to health and wellness). Students will the write reports based on their research.

Music

Band requires much to be known and played that is not explicitly stated on the sheet music. This requires the students to actively listen in class and take notes as needed. Not taking accurate notes is made directly accountable by playing.

In all the band classes, self sufficiency is imperative. The students are responsible for the safety and care of the instrument. They are responsible for bringing their instrument and music to class every day and regularly practicing outside of class. In class, much of the music is played is not unison. This requires that the students practice and accurately play their own part and be aware of how their part interacts with the other parts. The students learn that not having their instrument and music, or not knowing their part will negatively affect the overall progress of the band.

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

The students learned the skills as applied within their grades and classes. Further research needs to be done to assure effectiveness as students enter high school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The technology position did not require additional funding.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Parents, community partners, pupils, and school staff have engaged in the development of the Blue Oak Charter School (BOCS) LCAP through the following methods:
LCAP goals were reviewed with all staff for input.
Informal discussions between parents and the Executive Director

ew goals through the LCAP committee

Impact on LCAP and Annual Update

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

The LCAP goals are more focused on fulfilling the Blue Oak vision. Metrics were established or reorganized to meet these goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Strengthen Community

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Faculty, Staff, and the Parent Community have felt a reduction of parent engagement over the last two years. This has led to decreased support for classrooms, engagement in parent meetings, and the sense of community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance and engagement in committee meetings, classroom parent meetings and activities, responses to surveys	# of parents completed the LCAP Survey # of parents average in class meetings # of parents engaged in committees # of parent volunteer hours	Establish baselines for all measures.	Increase from baseline by 5% on all measures.	Increase by 5% on all measures.

Planned Actions / Services

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

Action 1

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide [Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Establish Parent Liaison Position to support the participation of all parents and establish measurement of Parent Engagement.	Continue Parent Liaison Position to support the participation of all parents and establish the measurement of Parent Engagement. In collaboration with the Parent Council Increase focus on welcoming new parents and Community activities. Community activities should include Waldorf education nights and whole school events.	Continue Parent Liaison Position to support the participation of all parents and establish measurement of Parent Engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9900	15480	14820
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison/Front Office to support all parent engagement and increase volunteerism	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison
Amount	1424.85	1620	1600
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Benefits to support Parent Liaison	3000-3999: Employee Benefits Benefits to support Parent Liaison	3000-3999: Employee Benefits Benefits to support Parent Liaison

Action 2

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide

Schoolwide

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Re-establish Enrollment process to support student and parent engagement	Continue improved enrollment process to include the possibility of online enrollment.	Continue improved enrollment process

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		
Budget Reference	No additional cost included in current budget and job assignments	No additional cost	no additional cost

Action 3

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement improved communication by 1) Improve use of website 2) Open parent	Continued improved communication plan including the website, PowerSchool portal, and other platforms . Examine and	Continued Improved communication

portal for PowerSchool 3) Re-establish parent corner	implement improvements to engage families of low SES and other significant sub groups.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2200	1200	1200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures On site training on Power School during In service	5000-5999: Services And Other Operating Expenditures purchase services for a school cell phone for texting to parent population	5000-5999: Services And Other Operating Expenditures Cell phone services

Action 4

OR

	LEA-wide	

Actions/Services

	New Action	
	Implement Governance Training for the charter council, and decision making processes for staff and committees. Establish an Executive Council with parent, faculty and board representation.	Continue Governance training

Budgeted Expenditures

Amount		$3000	1200.
Source		Supplemental	Supplemental

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

Support Success of All Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)
                       Priority 7: Course Access (Conditions of Learning)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Implement Waldorf Inspired Common Core based instruction addressing all aspects of student need including academics, specialties, behavior, and social emotional needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State standardized test scores Locally implemented test scores Behavior referral data	Develop benchmarks for local block assessments Establish baseline expectations for behavior and academics	Increase ELA & Math Proficiency by 5% Reduce suspensions by 5%	Increase ELA Proficiency and Math by 5% Reduce suspensions by 5%	Increase ELA and Math by 5% Reduce suspensions by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension & Expulsion data Attendance Data with a special focus on chronic absenteeism.		Increase Attendance rate to 93.5%	Increase Attendance rate to 94.5%	Increase Attendance rate to 95%

Planned Actions / Services

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

Action 1

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Improve implementation of ELA instruction by 1) Re-establish full implementation of Reading Discovery 2) Implement ELA outline for phonics and grammar for 1st through 8th, 3) Improve assessment to include all levels of achievement 4) Coordinate with Special Education on remediation 5) Establish Expansion plans for advanced learners 6) Continue School Moves	Continue full implementation of Reading Discovery, ELA outlines and improved remediation and expansion plans. Add Professional Development on ELA implementation, iReady and SPED integration. Improve available differentiation materials.	Continue implementation of improved ELA program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11335.4	11562	11793
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 20% of one full time ELA Instructor	2000-2999: Classified Personnel Salaries 20% of one full time Instructor	2000-2999: Classified Personnel Salaries 20% of one full time ELA Instructor
Amount	3607	3680	6753
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Related benefits	3000-3999: Employee Benefits Related benefits	3000-3999: Employee Benefits Related Benefits
Amount	23472	23941	24420
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified reading support aides	2000-2999: Classified Personnel Salaries Classified reading support aides	2000-2999: Classified Personnel Salaries Classified reading support aides

Amount	3785	3861	3938
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Related Benefits	3000-3999: Employee Benefits Related Benefits	3000-3999: Employee Benefits Related Benefits
Amount	34006.4	34686	35380
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 60% ELA Instructor	1000-1999: Certificated Personnel Salaries 60% ELA Instructor	1000-1999: Certificated Personnel Salaries 60% ELA Instructor
Amount	10822	11038	11259
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Benefits related to 60% ELA position	3000-3999: Employee Benefits Benefits related to 60% ELA position	3000-3999: Employee Benefits Benefits related to 60% ELA position
Amount	1200		
Source	Title I		
Budget Reference	4000-4999: Books And Supplies Materials to support reading instruction for struggling students		

Action 2

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

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

All

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve math instruction by 1) increasing average instructional time by --. 2) Strengthen math blocks by increasing collaboration with Math Specialist to develop Common Core Standards implementation, remediation and expansion applications 3) Continuing Math Club and other supports	Further increase math instructional time and improvements implemented last year. Maintain collaboration with Math Specialist. Improve available differentiation materials. Improved remediation and expansion plans. Add Professional Development on math implementation, iReady and SPED integration. Improve available differentiation materials.	Maintain improved instruction time and collaboration with Math Specialist

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	34590	35281	35987.44
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 80% of Math Specialists	1000-1999: Certificated Personnel Salaries 80% of Math Specialists	1000-1999: Certificated Personnel Salaries 80% of Math Specialists

Amount	8648	8821	8997
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Related Benefits	3000-3999: Employee Benefits Related Benefits	3000-3999: Employee Benefits Related Benefits
Amount	12454	12703	12857
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 20% of Math Specialist salary costs	3000-3999: Employee Benefits 20% of Math Specialist salary costs	1000-1999: Certificated Personnel Salaries 20% of Math Specialist salary costs
Amount	3113	3175	3239
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Related percentage of benefits	3000-3999: Employee Benefits Related percentage of benefits	3000-3999: Employee Benefits Related percentage of benefits
Amount	1214		
Source	Title I		
Budget Reference	4000-4999: Books And Supplies Materials to support struggling students		

Action 3

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

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

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

All	

OR

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

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

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

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

[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to implement behavior and social emotional supports through the School Social Worker and Behavior Interventionist.	Continue to implement behavior and social emotional supports through the School Social Worker and Behavior Interventionist. Begin implementation of Social Emotional Learning (SEL) assessment school wide.	Continue to implement behavior and social emotional supports through the School Social Worker and Behavior Interventionist.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	48712	49686	50680
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Social Worker and Behaviorist	1000-1999: Certificated Personnel Salaries Social Worker and Behaviorist	1000-1999: Certificated Personnel Salaries Social Worker and Behaviorist
Amount	11691	11925	12163
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits related benefits	3000-3999: Employee Benefits related benefits	3000-3999: Employee Benefits related benefits
Source		Supplemental	
Budget Reference		4000-4999: Books And Supplies 1500	

Action 4

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Integrate Behavior and Academic SST process while continuing the separate Behavior and Academic Leadership teams to improve use of data based decisions.	Integrate Behavior and Academic SST process while continuing the separate Behavior and Academic Leadership teams to improve use of data based decisions.	Integrate Behavior and Academic SST process while continuing the separate Behavior and Academic Leadership teams to improve use of data based decisions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	No additional cost, included in staff assignments	No additional cost, in staff assignments	No additional cost, in staff assignments

Action 5

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide [Add Scope of Services selection here]

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

All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Establish Attendance and behavior clerical position to support SARB and SST process including Level 2 referrals.	Establish Attendance clerical position to support SARB and attendance intervention plan.	Establish Attendance to support SARB and attendance intervention plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9900	10098	10299
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Front Office Attendance & Behavior Tracking position	2000-2999: Classified Personnel Salaries Front Office Attendance & Behavior Tracking position	2000-2999: Classified Personnel Salaries Front Office Attendance & Behavior Tracking position

Amount	1465	1494	1524
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Front Office Attendance & Behavior Tracking position benefits	3000-3999: Employee Benefits Front Office Attendance & Behavior Tracking position benefits	3000-3999: Employee Benefits Front Office Attendance & Behavior Tracking position benefits

Action 6

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement long term Independent Study to expand the community and to improve student engagement.	Continue expanded Independent Study program.	Continue expanded Independent Study program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22050	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Credentialed teacher to oversee Independent Study students	1000-1999: Certificated Personnel Salaries Credentialed teacher to oversee Independent Study students	1000-1999: Certificated Personnel Salaries Credentialed teacher to oversee Independent Study students
Amount	7350	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Matching benefits for Independent Study Teacher	3000-3999: Employee Benefits Matching benefits for Independent Study Teacher	3000-3999: Employee Benefits Matching benefits for Independent Study Teacher

Action 7

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

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

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

All	

OR

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

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

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

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

[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Design teacher collaboration plan and observation to increase teacher support.	Continue teacher collaboration plan and observation to increase teacher support. Establish workdays during the year and mentoring plan.	Continue teacher collaboration plan and observation to increase teacher support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	2000	2000
Source		Supplemental	
Budget Reference	No additional cost, part of Education Director, Executive Director and Teachers assignments.	5800: Professional/Consulting Services And Operating Expenditures contract with mentor	Contract with mentor

Action 8

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

<div align="center">

OR

</div>

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Continue Specialties Instruction to engage the whole child as supported by Waldorf pedagogy, Howard Gardner's Multiple Intelligences and various Learning Modality studies.	Continue Specialties Instruction. Adjust services to include Eurythmy.	Continue Specialties Instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	104974.75	96165.5	96165.5
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Support music and movement specialties	1000-1999: Certificated Personnel Salaries Support music and movement specialties	1000-1999: Certificated Personnel Salaries Support music and movement specialties

Action 9

OR

Actions/Services

	New Action	
	Increase understanding of data based decision making especially in relation to academic performance by using iReady assessment and instruction for intervention.	

Budgeted Expenditures

Amount		7000	5000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Purchase of iReady contract and training	5000-5999: Services And Other Operating Expenditures Purchase of iReady

Action 10

All [Add Students to be Served selection here]		[Add Location(s) selection here]

<div align="center">

OR

</div>

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	
	Examine needs and prepare and action plan for significant sub groups.	Implement action plan for significant sub groups

Budgeted Expenditures

Amount		0	
Budget Reference		This will be addressed through current staffing.	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal
Unchanged Goal

Goal 3

Prepare Students for High School

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Blue Oak School's Waldorf inspired education in unique in Butte and surrounding counties. Blue Oak wishes to assure its students are prepared to enter and be successful in whatever high school program they choose.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measure of specific skills necessary to succeed in high school Survey of graduates the ensuing fall	Establish baseline data	Establish baseline data	Establish measure of improvement	Establish measure of improvement

Planned Actions / Services

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

Action 1

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

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

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

| All | |

OR

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

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

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement Middle School Plan as determined by Middle School Development Committee including subject focused assignments by teachers'	Continue to implement and evaluate plan	Continue to implement and evaluate plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	No additional costs are anticipated.	No additional costs are anticipated,	No additional costs are anticipated,

Action 2

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

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

All

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

Specific Grade Spans: 6-8

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Grade Spans: 6-8

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Beginning in sixth grade students will be instructed in Note taking, MLA, research strategies and Self sufficiency. This will be inclusive of all classes including Specialties.	Continued implementation	Continued Implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	No additional cost is anticipated.	No additional cost is anticipated.	No additional cost anticipated.

Action 3

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase exposure to technology beginning in 3rd grade to include digital citizenship, research and word processing.	Continue technology Instruction	Continue technology instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15375	15687	15996
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Increase technology position to 40%	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	6997	7138	7198
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Related Benefits	3000-3999: Employee Benefits Related Benefits	3000-3999: Employee Benefits Related Benefits

Action 4

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$	%

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

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

ELD students showed a significant increase in ELPAC and or CELT testing.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$299806	7.47%

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

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

BOCS'sl supplemental spending requirement is 7.47%. A detail of FY 17-18 expenditures for unduplicated students, and new investments

 A detail of FY 17-18 expenditures for unduplicated students, and new investments, are provided as appendices to this document.

Addendum

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

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

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

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

Scope of Service
For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:
- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

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

Percentage to Increase or Improve Services
> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	390,286.40	393,910.00	390,286.40	371,241.50	374,468.94	1,135,996.84
	0.00	0.00	0.00	0.00	2,000.00	2,000.00
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	299,806.00	299,806.00	299,806.00	281,415.50	280,845.50	862,067.00
Title I	90,480.40	94,104.00	90,480.40	89,826.00	91,623.44	271,929.84

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	390,286.40	393,910.00	390,286.40	371,241.50	374,468.94	1,135,996.84
	0.00	0.00	0.00	3,000.00	3,200.00	6,200.00
1000-1999: Certificated Personnel Salaries	236,250.55	230,456.00	236,250.55	231,505.50	247,065.94	714,821.99
2000-2999: Classified Personnel Salaries	91,984.00	105,640.00	91,984.00	61,081.00	61,332.00	214,397.00
3000-3999: Employee Benefits	57,437.85	55,400.00	57,437.85	65,455.00	56,671.00	179,563.85
4000-4999: Books And Supplies	2,414.00	2,414.00	2,414.00	0.00	0.00	2,414.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	8,200.00	6,200.00	14,400.00
5800: Professional/Consulting Services And Operating Expenditures	2,200.00	0.00	2,200.00	2,000.00	0.00	4,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Object Type and Funding Source							
All Expenditure Types	All Funding Sources	390,286.40	393,910.00	390,286.40	371,241.50	374,468.94	1,135,996.84
		0.00	0.00	0.00	0.00	2,000.00	2,000.00
	Supplemental	0.00	0.00	0.00	3,000.00	1,200.00	4,200.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	167,654.15	163,166.00	167,654.15	161,538.50	175,698.50	504,891.15
1000-1999: Certificated Personnel Salaries	Title I	68,596.40	67,290.00	68,596.40	69,967.00	71,367.44	209,930.84
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	91,984.00	105,640.00	91,984.00	61,081.00	61,332.00	214,397.00
3000-3999: Employee Benefits	Supplemental	37,967.85	31,000.00	37,967.85	45,596.00	36,415.00	119,978.85
3000-3999: Employee Benefits	Title I	19,470.00	24,400.00	19,470.00	19,859.00	20,256.00	59,585.00
4000-4999: Books And Supplies	Title I	0.00	2,414.00	2,414.00	0.00	0.00	2,414.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,414.00	0.00	0.00	8,200.00	6,200.00	14,400.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	2,200.00	2,000.00	0.00	4,200.00
		2,200.00					

* Totals based on expenditure amounts in goal and annual update sections.

						Total Expenditures by Goal						
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	13,524.85	12,040.00	13,524.85	21,300.00	18,820.00	53,644.85
Goal 2	354,389.55	352,870.00	354,389.55	327,116.50	332,454.94	1,013,960.99
Goal 3	22,372.00	29,000.00	22,372.00	22,825.00	23,194.00	68,391.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.