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 80 parents completed the LCAP Survey 13 parent average in class meetings 26 parents engaged in committees 25,900 parent volunteer hours

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	Actual	Budgeted	Estimated Actual

	the school.

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.. The baselines for engagment Metrics/Indicators were established.

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.

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	LOW INCOME ELA 27% Math 22% Hispanic/Latino ELA 41% Math 24% 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. 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	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 3700

Actions/Services	Actions/Services	Expenditures	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

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.

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

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

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9900	14400	14400
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	1390	1390
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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Implement improved communication by 1) Improve use of website 2) Open parent portal for PowerSchool 3) Re-establish parent corner	Continued improved communication plan including the website, PowerSchool portal, and other platforms . Examine and implement improvements to engage families of low SES and other significant sub groups.	Continued Improved communication

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

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

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

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 Suspension & Expulsion	Develop benchmarks for local block assessments Establish baseline expectations for behavior and academics	Increase ELA & Math Proficiency by 5% Reduce suspensions by 5% Increase Attendance rate to 93.5%	Increase ELA Proficiency and Math by 5% Reduce suspensions by 5% Increase Attendance	Increase ELA and Math by 5% Reduce suspensions by 5% Increase Attendance rate to 95%

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	23042	11521
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 20% of one full time ELA Instructor	2000-2999: Classified Personnel Salaries 40% of one full time Instructor	2000-2999: Classified Personnel Salaries 20% of one full time ELA Instructor
Amount	3607	6546	3273
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	4628	2628
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

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	35974	35974
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

[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	63792	63792
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	18219	18219
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		1500	
Source		Supplemental	
Budget Reference		4000-4999: Books And Supplies 1500	

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	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	12960	12960
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	2000-2999: Classified Personnel Salaries Front Office Attendance

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

OR

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

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

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	79876	123938
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

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

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	Specific Grade Spans: 6-8 [Add Location(s) selection here]

OR

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

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

Amount	6997	5034	5034
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

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.

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

Instructions: Linked Table of Contents

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

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.