Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: 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
Live Oak Charter School	Matthew Morgan, Executive Director	director@liveoakcharter.org 707-762-9020

2017-20 Plan Summary

The Story

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

Live Oak Charter School is a K-8 program serving approximately 300 students in the Petaluma area. Live Oak is Chartered by the Petaluma Elementary School Districts (PCS). Its most recent charter was approved for 5 years from 2014-2015 to 2018-2019. Live Oak is a 501c(3) non-profit direct funded independent charter school and operates with a 7 person board. Live Oak's campus is on the Sonoma Marin Fairgrounds occupying facilities formerly occupied by the Santa Rosa Junior College and Petaluma City Schools.

20% of students are socioeconomically disadvantaged, 1% are English Learners and 10% are Students with disabilities. Demographics include 82% Caucasian, 9% mixed race/ethnicity, 7% Hispanic, 1% Asian, 1% African American. The majority of students reside in the Petaluma vicinity, however, there is a significant portion of students that commute from towns more than 10 miles away to attend the school.

Live Oak Charter utilizes a modern interpretation of Waldorf developmental learning model that cultivates the innate capacities of each child through age-appropriate curriculum. Live Oak educates the whole child – head, heart, and hands - through an education that integrates each child's creative, intellectual, emotional, physical and social domains. Live Oak offers an interdisciplinary liberal arts program where art, music, and movement are integrated with core academic instruction. Exploration of the natural world, human culture, language and mathematics enlivens curiosity which is the foundation of intellectual growth, conceptual flexibility, empathy and sense of connectedness.

Live Oak's pedagogical development is led by professional educators with a commitment to progressive Waldorf education, augmented with best practices from modern instructional methods, and informed by

developmentally articulated common core standards. Our teachers foster and develop a close relationship with each child as the student stays with the same teacher for multiple school years. Teachers lessons are designed in harmony with the to present subjects when students have the ability to understand and digest the material. Live Oak has 42 staff members including 10 class teachers, 6 enrichment teachers, learning support coordinator, RSP teacher, Speech and Language Therapist, 16 instructional aides and additional support staff.

Through the engagement and support of our families and local community, Live Oak is able to extend the scope of public education beyond the academic cores. Parent involvement in the classroom and in extracurricular activities engenders a seamless scholastic experience for students, wherein family life and academic life are unified and mutually supportive. A broad system of volunteer coordination including quarterly parent meetings, twice monthly parent coordinator meetings, communications systems, calendaring and frequent season events and performances create a vibrant embedded culture of parent/guardian engagement.

LCAP Highlights

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

Live Oak will continue implementation of the Academic Coaching Team model for differentiated, targeted and responsive small group support in grades 1-5. The revised middle school block rotation and reduced class sizes in ELA and Math supplemented with an additional learning support teacher also continues to accomplish similar differentiation and support in grades 6-8. Employment of the flexible homogenous grouping in the writer's workshop curriculum for grades 1-8 continues. Strengthening of Spanish language support and heightened parent engagement continues.

Review of Performance

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

Greatest Progress

The Academic Coaching Teams have revolutionized the learning experience for students in grades 1-5. Providing a far more responsive modality with students receiving immediate and contemporaneous coaching during writing and reading development activities. This extension of RTI into a more fluid program from UDL in the classroom to Academic Coaching Teams to targeted small group RTI sessions including additional small group and 1 on 1 tutoring have shown strong academic outcomes. Further, the parent and student community has been very positive in the review of the new program.

Results from Fall 2017 LCFF Rubric demonstrated overall growth in ELA (High, 3.3 point increase, 22.6 points above level 3) and Math (Medium, 6 point increase, 5.7 points below level 3).
Low Income: **ELA +10.2, Math +12.7**

Students with Disabilities: **ELA +4, Math +16.8**

Hispanic: **ELA +5.8, Math +12.1**

White: ELA +4.8, Math +5.9

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

Low Income students showed strong gains relative to the general population indicating learning support has been disproportionately effective for this target group. However, the overall score for this target population is below the mean for the overall population. Academic Coaching Teams (ACT) and reduced class size for core subjects are pursued as options to improve performance. Results of year one of Academic Coaching Teams imply benefit from the program. The new Math adoption also may have contributed.

Low Income:

ELA 24.1 points BELOW (22.6 ABOVE for general)

Math 50.7 Points BELOW level 3 (5.7 BELOW for general)

Students with Disabilities

ELA 60.4 points BELOW (22.6 ABOVE for general)

Math 88.8 Points BELOW level 3 (5.7 BELOW for general)

Hispanic:

ELA 40.6 points ABOVE (22.6 ABOVE for general)

Math 15.9 points below level 3 (5.7 below for general population)

Attendance continues to be problematic, particularly in the low-income population. The commuter profile for the school also contributes to the problem. New strategies including parent education about the importance of daily attendance and rapid response and inquiry into absences is being implemented.

Social emotional learning and increased supervision are also areas of need that are being addressed through additional staff hours and implementation of SEL curriculum. These efforts are intended to improve school climate and prevent disciplinary incidents; reducing suspension rates and lost instructional time.

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

ELA and Math performance gains were positive, but overall performance for socio-economically disadvantaged students and students with disabilities was far below the general population. Math performance was low relative to the general population.

Continued training and implementation of the new Math curriculum, and adoption of the Writers Workshop curriculum for ELA will targets this issue. Academic Coaching Teams and reduced core subject class size in grades 6-8 are also proposed as remedies to assist in reversing or improving these trends.

Subcategory performance was as follows:

Low Income: ELA +10.2, Math +12.7

Students with Disabilities: ELA +4, Math +16.8

Hispanic: ELA +5.8, Math +12.1

White: ELA +4.8, Math +5.9

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

The three most significant actions that Live Oak will take to improve services for low income, EL and foster youth students include:

1) Academic Coaching Teams in grades 1-5,

2) Reduced Class size in grade 6-8 ELA & Math courses, and

3) Addition of learning support teacher for grades 6-8 and consolidation of the 1-5 learning support teacher caseload.

These program changes will create an improved instructional environment and will use research-based methods of differentiated instruction to provide unduplicated students with peer learning environments that allow all unduplicated students, even those demonstrating academic proficiency, to receive targeted small group instruction to increase feedback and guided practice.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 3,023,529
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 2,521,881 (91,422 supplemental)

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.

62-0000-0-1110-2700-1300-000-0000	Cert Suprvsrs',School Administ,Regular Educati,Undefined	$115,000.00
62-0000-0-0000-7200-2400-000-0000	Clerical & Offi,Other General A,Undistributed,Undefined	$106,964.00
62-0000-0-1110-8200-4370-000-JANI	Custodial Suppl,Operations,Regular Educati,Janitorial	$ 3,500.00
62-6030-0-1110-8200-4390-000-MNTN	Other Supplies,Operations,Regular Educati,M & O	$ 6,000.00
62-0000-0-1110-8200-5520-000-0000	Electricity,Operations,Regular Educati,Undefined	$ 7,000.00
62-6030-0-1110-8200-5520-000-0000	Electricity,Operations,Regular Educati,Undefined	$ 21,000.00
62-0000-0-1110-8200-5530-000-0000	Water,Operations,Regular Educati,Undefined	$ 1,500.00
62-6030-0-1110-8200-5530-000-0000	Water,Operations,Regular Educati,Undefined	$ 4,500.00
62-0000-0-1110-8200-5560-000-0000	Waste Disposal,Operations,Regular Educati,Undefined	$ 900.00
62-6030-0-1110-8200-5560-000-0000	Waste Disposal,Operations,Regular Educati,Undefined	$ 2,700.00
62-0000-0-1110-8200-5600-000-0000	Rentals And Lea,Operations,Regular Educati,Undefined	$ 2,785.00
62-0000-0-1110-8200-5600-000-FAIR	Rentals And Lea,Operations,Regular Educati,Fairgrounds	$ 42,550.00
62-0000-0-1110-8200-5600-000-PORT	Rentals And Lea,Operations,Regular Educati,Portable	$ 2,500.00
62-0855-0-1110-1000-5600-000-TRIP	Rentals And Lea,Instruction,Regular Educati,FLD TRIP	$ 1,216.00
62-6030-0-1110-8200-5600-000-0000	Rentals And Lea,Operations,Regular Educati,Undefined	$ 4,800.00
62-6030-0-1110-8200-5600-000-FAIR	Rentals And Lea,Operations,Regular Educati,Fairgrounds	$128,150.00
62-6030-0-1110-8200-5600-000-PORT	Rentals And Lea,Operations,Regular Educati,Portable	$ 7,500.00
62-0000-0-1110-8200-5630-000-ROP1	Repairs,Operations,Regular Educati,LOC ROP	$ 2,500.00
62-6030-0-1110-8200-5630-000-ROP1	Repairs,Operations,Regular Educati,LOC ROP	$ 4,811.00
62-0000-0-1110-2700-5800-000-0000	Other Svcs & Op,School Administ,Regular Educati,Undefi	$ 1,790.00
62-0000-0-1110-8200-5800-000-JANI	Other Svcs & Op,Operations,Regular Educati,Janitorial	$ 4,500.00
62-0000-0-1110-8200-5800-000-PORT	Other Svcs & Op,Operations,Regular Educati,Portable	$ 1,287.00
62-6030-0-1110-8200-5800-000-JANI	Other Svcs & Op,Operations,Regular Educati,Janitorial	$ 13,500.00
62-0000-0-1110-1000-5817-000-0000	Scoe Data Proce,Instruction,Regular Educati,Undefined	$ 1,500.00
62-0000-0-0000-7300-5818-000-0000	Scoe A/v Contra,Fiscal Services,Undistributed,Undefined	$ 95.00
62-0000-0-1110-7191-5821-000-0000	Audit Costs,External Financ,Regular Educati,Undefined	$ 8,100.00
62-0000-0-1110-2700-5823-000-0000	Legal Costs,School Administ,Regular Educati,Undefined	$ 5,000.00
	TOTAL	$ 501,648

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 2,297,540.91

Annual Update

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

All teachers will be appropriately assigned and fully credentialed in the subject areas and for the students they are teaching, ensuring Highly Qualified Teacher (HQT) status.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 & 2

Annual Measurable Outcomes

Expected	Actual
All students will receive core academic subject area instruction by appropriately assigned and credentialed teachers.	All students will receive core academic subject area instruction by appropriately assigned and credentialed teachers.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support Professional Development towards Credential, Waldorf Certification, and Grade Level Competency	Provided training for Waldorf Art of Teaching for Grade Level Competency	($2000)	$2250

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide release time/Per Diem for participation in Professional development activities	Provided release time/Per Diem for participation in Professional development activities	($2000)	$2000

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.

Art of Teacher training provided grade level training. Per Diem was provided as incentive for teacher participation in professional development.

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

Program was effective at ensuring staff was competently trained and certified. 1 main lesson teacher is still in progress for Waldorf Certification

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant material differences

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

No Changes

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

Improve Reading Achievement through phonics-based classroom instruction, leveled reading system and assessment process, professional development for staff and mentoring support throughout implementation

State and/or Local Priorities addressed by this goal:

State Priorities: 2 & 4

Annual Measurable Outcomes

Expected	Actual
Improvement in students proficient or advanced on CAASPP	ELA increased by 3.3 points
Reduced RTI Rate school wide	RTI rate for upper grade intervention was reduced. Lower grade intervention increased initially with reduction at year end.
Improved QRI/Core Phonics/Fountas and Pinnell Assessment	Assessment data shows clear positive trend lines and above average annual growth in F&P assessment in Grade 2 and 3.
Improved Parent/Teacher reports	Parent and Teacher Satisfaction increased as measured by annual survey

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
Purchase curriculum, resources & materials for Reading Support	Purchased Levelled Reading Libraries for all classrooms	($500)	$15,000
Training and Mentorship for curriculum implementation	Provided Training and Mentoring for curriculum implementation via Learning Support Coordinators	($1000)	$5,000

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.

Implementation was successful. Teacher's requested additional curriculum and training for 2018-2019 recommending adoption of the Reader's Workshop model to be used by Academic coaching Teams.

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

The mentoring was effective at improving the UDL of reading instruction in grades 1-5. Materials were used readily.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A local grant in excess of $14,000 was received to assist with materials purchases.

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.

Metrics were amended due to available data, specifically, F&P data for grades 2 and 3 were available at time of Annual Review

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

Improve writing achievement through articulated program to support the writing process in grades 1-8

State and/or Local Priorities addressed by this goal:

State Priorities: 2, & 4

Annual Measurable Outcomes

Expected	Actual
Improvement in students proficient or advanced on CAASPP	ELA increased 3.3 Points
Benchmark trends per class	Longitudinal data not available for analysis

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
Purchase curriculum, resources & materials for Writing Support	Purchased Writer's Workshop materials for all grades	($500)	$1200
Training and Mentorship for curriculum implementation	Provided Training and Mentoring for curriculum implementation via Learning Support Coordinators	($1000)	$2400

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.

Implementation was successful

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

The Writer's Workshop implementation was very well received. Faculty, teacher and student praise was common. Student writing, particularly in the lower grades, showed marked improvement and increased levels of engagement in the activity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Longitudinal Benchmark data is not available at the time of debrief.

Annual Update

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

Goal 4

Improve Math Foundations achievement through developmentally articulated math instruction and materials in the elementary grades

State and/or Local Priorities addressed by this goal:

State Priorities: 2 & 4

Annual Measurable Outcomes

Expected	Actual
Improvement in students proficient or advanced on CAASPP	ELA scores increased +3.3 YOY
Benchmark measures by grade	Not implemented. Common benchmark still be assessed for use

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
Purchase curriculum, resources & materials for Math Support	Support materials were purchased	($500)	$150
Training and Mentorship for curriculum implementation	Training and Mentorship for curriculum implementation was provided	($1000)	$1000

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.

Implementation was successful

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

It appears the program implementation was effective given changes in evaluation rubrics and in student and teacher characterization of pupil performance and efficacy of instruction

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As most materials were purchased on prior year expenditure, funds were not required for significant purchases during this fiscal year.

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.

Benchmark tests were not implemented in 2017-2018, will be removed for 2018-2019

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 5

Ensure students operating below grade level expectations have needs met through collaborative RTI learning supports

State and/or Local Priorities addressed by this goal:

State Priorities: 1 & 4

Annual Measurable Outcomes

Expected	Actual
Improvement in students proficient or advanced on CAASPP	ELA increased by 3.3 points
Reduced RTI Rate school wide	RTI rate for upper grade intervention was reduced. Lower grade intervention increased initially with reduction at year end.
Improved QRI/Core Phonics/Fountas and Pinnell Assessment	Assessment data shows clear positive trend lines and above average annual growth in F&P assessment in Grade 2 and 3.
Improved Parent/Teacher reports	Parent and Teacher Satisfaction increased as measured by annual survey

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
Provide Learning Support Staff for students identified in need of support (Tier 1-3)	Provided Learning Support Staff for students identified in need of support (Tier 1-3)	($57,434)	$186,700
Purchase Learning Materials for support providers	Purchased Learning Materials for support providers/FastForword	($500)	$1200

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.

Implementation was exceedingly successful. Very positive response by teachers, staff and students, improved performance generally.

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

Very effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017-2018 LCAP listed only funds related to Supplemental Grant. Adjusted to include total expenditures from LCFF in 2018-2019

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.

None

Annual Update

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 6

Ensure Live Oak is a considered option for Spanish speaking and low socio-economic students in the area, and that linguistic or service hurdles are minimized to improve accessibility

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6 & 7

Annual Measurable Outcomes

Expected	Actual
Increased Application pool from Service Area, Increased demographic diversity	Modest increase in Hispanic population

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
Translation of official school documents and text	Several School Documents were translated	[$500)	$500
Produce Bilingual Outreach Activity(s) for local community	School hosted several events including bilingual translation for trauma	($500)	$100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	informed counseling and simulcast online.		
Advertising in local service area to raise awareness of program in under-served communities	New signage was purchased for street and entrance to campus.	($1500)	$800

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.

[Add text here]

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

Enrollment for Spanish speaking students increased slightly

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of proposal was less than anticipated.

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

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 7

To develop and implement a comprehensive Social Emotional Learning program to improve school climate and reduce social and emotional obstacles for engagement and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, ,6, 8

Annual Measurable Outcomes

Expected	Actual
Reduced Referral Rate, Elevated parent evaluation in surveys, reduced suspension rate, improved attendance rate	Reduced Referral Rate, Elevated parent evaluation in surveys, reduced suspension rate, improved attendance rate
Elevated parent evaluation in surveys	Hard to discern, test questions changed this year thus longitudinal comparison is not not available.
Reduced suspension rate	Suspension rate was already low at 6, suspension for 18/19 was 7
Improved attendance rate	Attendance rate increased by 0.2%

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
Social Emotional Learning Instruction Professional Development	[Add actual actions/services here]	($1000)	$0
Anti-bullying Curriculum Materials and Professional Development		($1000)	$500
Counseling and Class Circle support		($10000)	$25,000
Class Buddies Projects		($500)	$300

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.

Implementation was spotty. New program for 2018-2019 seeks to remedy implementation fidelity. Counseling program was very successful

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

Program was effective at reducing referral and suspension rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of materials was less than projected. Usage of previously adopted curriculum further reduced costs. Increased costs for counseling and circle support was due to requoting of costs from total LCFF funds, not just supplemental

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.

Implement new Anti-bullying and restorative practices for 2018-2019

Annual Update

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 8

Improve parent connection to the school and engagement in class meeting, education and childhood development salons, and volunteerism

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5 & 8

Annual Measurable Outcomes

Expected	Actual
Attendance at class meeting	Class Meetings, School assemblies, and Open House had increased attendance
records of volunteer hours	Volunteer hours decreased
responses on parent surveys	Parent survey changed questions this year so longitudinal analysis was not available.

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
Parent Education programs and presentations	Over 30 class and schoolwide events for parent education and engagement	($1000)	$3500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	presentation were provided onsite as well distance learning broadcasts		
Maintenance and Development of digital school information portals for volunteer coordination, survey and communication	Powerschool was again implemented	($1000)	$3700

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.

Implementation was successful,

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

Implementation of new programming including the live stream broadcasts and parent reading support distance training was successful

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Difference is due to previous LCAP stating only Supplemental funds, not total LCFF provisioned

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.

None

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 9

To improve student connectedness to school through improved attendance and participation in extracurricular activities

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6 & 8

Annual Measurable Outcomes

Expected	Actual
Increased Student participation in extracurricular events	Student participation increased for cross country but decreased for basketball. Middle school games night and open house was a success.
Improved Attendance rate	Attendance rate improved by .2%
Survey response on connectedness	Survey questions changes for 2017-2018 so longitudinal analysis was not available.

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
Attendance tracking service and staffing (Powerschool, Messenger, letter notifications and staffing)	Powerschool, School Messenger, letter notifications and staffing were implemented	($500)	$6000
Maintenance of After School Sports Program (Staff, membership, equipment)	After School Sports League participation was implemented	($3000)	$2000
Evening Program Childcare Services	Evening Childcare services were provided free of charge to parents.	($1000)	$2400

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.

Implementation was comprehensive

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

Goal was effectively met

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences due to previous LCAP stating only supplemental sources, not full LCFF funding and expense.

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 Change

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?

Board meetings featured LCAP analysis at 4 meetings between October 2017 and May 2018 for annual review and preparation of LCAP for public hearing on May 31, 2018. Parent forum was held on April 18, 2018. Student surveys and consultation with student government class occurred in spring semester. Board advisement informed the development of the LCAP as did parent and student comment.

Impact on LCAP and Annual Update

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

Very strong support was expressed for Academic Coaching Teams, reduced class sizes for academic cores in middle school, continued implementation of writers workshop and new common core math curriculum. Parents asked for additional social emotional learning support programming which has been implemented for 2018-2019

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

All teachers will be appropriately credentialed (as per charter requirements) and appropriately assigned in the subject areas and level of instruction for the students they are teaching.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 & 2

Identified Need:

Highly qualified staff are essential to high quality classroom instruction and long-term development of student success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers hold adequate credentials are appropriately assigned (per credentialing requirements for Charter Schools)	100% of teachers hold adequate credentials and appropriately assigned (per credentialing requirements for Charter Schools)	100% of teachers hold adequate credentials and appropriately assigned (per credentialing requirements for Charter Schools)	100% of teachers holding adequate credentials and appropriately assigned (per credentialing requirements for Charter Schools)	100% of teachers holding adequate credentials and appropriately assigned (per credentialing requirements for Charter Schools)

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):

Live Oak Charter

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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development towards Credential, Waldorf Certification, and Grade Level Competency including Per Diem and Training Costs	Professional Development towards Credential, Waldorf Certification, and Grade Level Competency including Per Diem and Training Costs	Professional Development towards Credential, Waldorf Certification, and Grade Level Competency including Per Diem and Training Costs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,040,000	$1,000,000	$1,050,000
Source	62	62	62

Year	2017-18	2018-19	2019-20
Budget Reference	Object 1000, 3000	Object 1000, 3000	Object 1000, 3000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Improve Reading Achievement through phonics-based classroom instruction, leveled reading system and assessment process, professional development for staff and mentoring support

State and/or Local Priorities addressed by this goal:

State Priorities: 2 & 4

Identified Need:

Live Oak employs a delayed reading instruction scope and sequence, beginning explicit reading instruction in 1st grade. As such, Live Oak must employ its reading program with high fidelity in grades 1-3 to accelerate reading acquisition on a compressed timescale such that by 4th grade, students are able to perform as well or better than peers at similar schools.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Assessment	All Students 22.6 Above Low Income 24.1 Below	All Students 22.6 Above Low Income 24.1 Below	All Students 25 Above Low Income 15 Below	All Students 28 Above Low Income 5 Below

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reading Assessment Data in grade 2 and 3	Average F&P Level 2nd grade: K 3rd grade: P	Average F&P Level 2nd Grade: M 3rd Grade: N/A	Average F&P Level 2nd Grade: M 3rd Grade: L	Average F&P Level 2nd Grade: M 3rd Grade: L
RTI Caseload	40 Students served	40	39	38

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	Live Oak Charter

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Curriculum, Training and Mentoring Support for strong classroom based reading instruction	Provide Curriculum, Training and Mentoring Support for strong classroom based reading instruction	Provide Curriculum, Training and Mentoring Support for strong classroom based reading instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1500	$1500	$1500
Source	62	62	62
Budget Reference	Object 5200	Object 5200	Object 5200

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 3

Improve writing achievement through articulated program to support the writing process in grades 1-8

State and/or Local Priorities addressed by this goal:

State Priorities: 2 & 4

Identified Need:

Live Oak employs a delayed writing instruction scope and sequence, beginning explicit writing instruction in 1st grade. As such, Live Oak must employ its writing program with high fidelity in grades 1-3 to accelerate writing skill development on a compressed timescale such that by 4th grade, students are able to perform as well or better than peers at similar schools.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Assessment	All Students 22.6 Above Low Income 24.1 Below	All Students 22.6 Above Low Income 24.1 Below	All Students 25 Above Low Income 15 Below	All Students 28 Above Low Income 5 Below
Writing Benchmark Data in grade 3, 5 and 8	75% of class is at grade level proficiency by year end.	75% of class is at grade level proficiency by year end.	75% of class is at grade level proficiency by year end.	75% of class is at grade level proficiency by year end.

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Live Oak Charter

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Curriculum, Training and Mentoring Support for workshop based writing instruction	Provide Curriculum, Training and Mentoring Support for workshop based writing instruction	Provide Curriculum, Training and Mentoring Support for workshop based writing instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1500	$1500	$1500
Source	62	62	62
Budget Reference	Object 5200	Object 5200	Object 5200

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

Improve ELA Achievement through responsive small group instruction in class via Academic Coaching Team and Middle School ELA & Math class size reduction.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 & 4

Identified Need:

Live Oak's large class sizes limit teacher responsiveness and feedback for academic growth. As such, the Academic Coaching Team can provide targeted, differentiated instruction for students in a collaborative peer group to facilitate cohort learning, accentuating language acquisition for EL students and de-stigmatizing intervention support for all low income and foster youth.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Assessment	All Students 22.6 Above Low Income 24.1 Below	All Students 22.6 Above Low Income 24.1 Below	All Students 25 Above Low Income 15 Below	All Students 28 Above Low Income 5 Below

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, Foster Youth, and Low Income	Schoolwide	Live Oak Charter Grades 1-5

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide ACT Staff, Professional Development and Materials	Provide ACT Staff, Professional Development and Materials	Provide ACT Staff, Professional Development and Materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$34500	$36785	$38000
Source	62	62	62
Budget Reference	Object 2000, 3000	Object 2000, 3000	Object 2000, 3000

Action   2

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, Foster Youth, and Low Income	Schoolwide	Live Oak Charter Grades 6-8

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide additional Academic Core Staff to reduce Math/ELA classes to near half size	Provide additional Academic Core Staff to reduce Math/ELA classes to near half size	Provide additional Academic Core Staff to reduce Math/ELA classes to near half size

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$83,000	$85,152	$90,000
Source	62	62	62
Budget Reference	Object 1000, 3000	Object 1000, 3000	Object 1000, 3000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 5

Improve Math achievement through developmentally articulated math instruction and materials in grades 1-8

State and/or Local Priorities addressed by this goal:

State Priorities: 2 & 4

Identified Need:

Live Oak employs a delayed Math instruction scope and sequence, beginning explicit Math instruction in 1st grade. As such, Live Oak must employ its Math program with high fidelity in grades 1-3 to accelerate writing skill development on a compressed timescale such that by 4th grade, students are able to perform as well or better than peers at similar schools.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Assessment	All Students 5.7 Below Low Income 50.7 Below	All Students 5.7 Below Low Income 50.7 Below	All Students 0 Below Low Income 38 Below	All Students 5 Above Low Income 26 Below

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):

Live Oak Charter

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Curriculum, Training and Mentoring Support for Math instruction	Provide Curriculum, Training and Mentoring Support for Math instruction	Provide Curriculum, Training and Mentoring Support for Math instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1500	$1500	$1500
Source	62	62	62
Budget Reference	Object 5200	Object 5200	Object 5200

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 (Changed Number)

Goal 6

Ensure students operating below grade level expectations have needs met through collaborative RTI learning supports

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

State Priorities: 1 & 4

Identified Need:

Students for whom well designed classroom instruction is not able to stimulate grade level achievement, RTI intervention must be employed to ensure students get the support necessary to access the classroom curriculum and participate with peers in a typical environment as much as possible.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Assessment	All Students 5.7 Below Low Income 50.7 Below	All Students 5.7 Below Low Income 50.7 Below	All Students 0 Below Low Income 38 Below	All Students 5 Above Low Income 26 Below
Reading Assessment Data for RTI Students	Average F&P Level growth per year on par with general growth	20% increase in F&P growth rate relative to class average.	20% increase in F&P growth rate relative to class average.	20% increase in F&P growth rate relative to class average.

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

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

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Learning Support Staff and materials for students identified in need of support	Provide Learning Support Staff and materials for students identified in need of support	Provide Learning Support Staff and materials for students identified in need of support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$124,000	$127,779	$130,000
Source	62	62	62
Budget Reference	Object 2000, 3000, 4310, 4390	Object 2000, 3000, 4310, 4390	Object 2000, 3000, 4310, 4390

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 7

Ensure Live Oak is a considered option for Spanish speaking and low socio-economic students in the area, and that linguistic or service hurdles are minimized to improve accessibility

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

State Priorities: 3, 6 & 7

Identified Need:

L.ive Oak is committed to a diverse student body that reflects the neighborhood service area. As such, Live Oak must strive to outreach and connect with the EL and low income community to improve enrollment from these underserved groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment Demographics	20% Low Income 2% EL	20% Low Income 2% EL	25% Low Income 3% EL	27% Low Income 5% EL

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

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

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provision of verbal and text translation services and documents	Provision of verbal and text translation services and documents	Provision of verbal and text translation services and documents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	62	62	62
Budget Reference	Object 4390, 5600	Object 4390, 5600	Object 4390, 5600

Action   2

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

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Advertising in local service area to raise awareness of program in under-served communities	Advertising in local service area to raise awareness of program in under-served communities	Advertising in local service area to raise awareness of program in under-served communities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1500	$1000	$1000
Source	62	62	62
Budget Reference	Object 4390, 5600	Object 4390, 5600	Object 4390, 5600

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 8

To develop and implement a comprehensive Social Emotional Learning program to improve school climate and reduce social and emotional obstacles for engagement and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, & 8

Identified Need:

Provide a safe and affirming school culture and environment for student success

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension & Expulsion Rate	Sus: 1.5%, Exp: 0%	Below 2%: Exp: 0%	Below 2%: Exp: 0%	Below 2%: Exp: 0%
Referral Rate	3 Red Cards/Wk	3 Red Cards/Week	2 Red Cards/Week	2 Red Cards/Week
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

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):

Live Oak Charter

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Social Emotional Learning Professional Development & Materials	Social Emotional Learning Professional Development & Materials	Social Emotional Learning Professional Development & Materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2000	$2000	$2000
Source	62	62	62
Budget Reference	Object 4390, 5200	Object 4390, 5200	Object 4390, 5200

Planned Actions / Services

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

Action   2

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

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):

| Live Oak Charter |

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Counseling and Class Circle support	Counseling and Class Circle support	Counseling and Class Circle support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$35,000	$35,000
Source	62	62	62
Budget Reference	Object 5600	Object 5600	Object 5600

Planned Actions / Services

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

Action 3

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

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):

Live Oak Charter

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Class Buddies Project	Class Buddies Project	Class Buddies Project

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300	$300	$300
Source	62	62	62
Budget Reference	Object 4390	Object 4390	Object 4390

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 9

Improve parent connection to the school and engagement in class meeting, education and childhood development salons, and volunteerism

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5 & 8

Identified Need:

Family Connectedness to the school has a strong correlation with student achievement and informed class community

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance at Special Events and Parent Evenings	Average of 50% of target student population has parent in attendance during events/parent evenings in aggregate	Average of 50% of target student population has parent in attendance during events/parent evenings in aggregate	Average of 50% of target student population has parent in attendance during events/parent evenings in aggregate	Average of 50% of target student population has parent in attendance during events/parent evenings in aggregate
Parent Survey	85% Satisfaction	85% Satisfaction	90% Satisfaction	94% Satisfaction

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Live Oak Charter

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Frequent scheduling of engaging Parent Education programs and presentations	Frequent scheduling of engaging Parent Education programs and presentations	Frequent scheduling of engaging Parent Education programs and presentations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	62	62	62
Budget Reference	Object 2000, 3000, 5600	Object 2000, 3000, 5600	Object 2000, 3000, 5600

Planned Actions / Services

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

Action   2

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

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	Live Oak Charter

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintenance and Development of digital school information portals for volunteer coordination, survey and communication	Maintenance and Development of digital school information portals for volunteer coordination, survey and communication	Maintenance and Development of digital school information portals for volunteer coordination, survey and communication

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	62	62	62
Budget Reference	Object 5825	Object 5825	Object 5825

Planned Actions / Services

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

Action   2

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

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	Live Oak Charter

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Evening Program Childcare Services	Evening Program Childcare Services	Evening Program Childcare Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2000	$2000	$2000
Source	62	62	62
Budget Reference	Object 2000,3000	Object 2000,3000	Object 2000,3000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 10

To improve student connectedness to school through improved attendance and participation in extracurricular activities

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6 & 8

Identified Need:

Students need to feel connected to the school to feel safe and improve self-advocacy about academic and social/emotional needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	Attendance 95.7%	Attendance 95.7%	Attendance 95.9%	Attendance 96%
Increased participation in after school athletics	50 non-unique Participants	50 non-unique Participants	60 non-unique Participants	70 non-unique Participants

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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Live Oak Charter

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Attendance tracking service and staffing (Powerschool, Messenger, letter notifications and staffing)	Attendance tracking service and staffing (Powerschool, Messenger, letter notifications and staffing)	Attendance tracking service and staffing (Powerschool, Messenger, letter notifications and staffing)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$500
Source	62	62	62
Budget Reference	Object 5600	Object 5600	Object 5600

Planned Actions / Services

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

Action 2

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

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):

Live Oak Charter

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintenance of After School Sports Program (Staff, membership, equipment)	Maintenance of After School Sports Program (Staff, membership, equipment)	Maintenance of After School Sports Program (Staff, membership, equipment)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$2,000	$2,000
Source	62	62	62
Budget Reference	Object 5600	Object 5600	Object 5600

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 91,422	4.14 %

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).

Academic Coaching Teams, reduced Academic Core class size and provision of additional learning support teacher to provide 1 on 1 targeted support for students are school wide implementations that ensure unduplicated pupils have access to more responsive small learning groups and RTI services when necessary

These services are principally directed to and effective in meeting its goals for unduplicated pupils as the school uses a workshop model of instruction to provide flexible homogenous peer workgroups at all levels of academic performance ensuring that unduplicated target students have access to peer and teacher feedback in a small setting well designed to stimulate their academic capacity where they are at. These services are the most effective use of these funds as unduplicated students thrive best when allowed to remain in a comprehensive setting whenever possible rather than students requiring higher tier interventions that remove them from the comprehensive setting. That said, RTI tier 2 and 3d services are provided and targeted   for students when lower tier supports prove ineffective at stimulating academic growth.

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

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?