■ INTRODUCTION

LIVE OAK CHARTER SCHOOL
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LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

■ STATE PRIORITIES

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

■ SECTION 1: STAKEHOLDER ENGAGEMENT

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

■ **SECTION 1: STAKEHOLDER ENGAGEMENT (continued)**

Involvement Process	Impact on LCAP
A. February 9, 2015 Parent Survey B. April 13, 2015 Teacher Survey C. April 13, 2015 Student Survey (Middle School) D. May 8, 2015 LCAP Community Forum LCAP Proposal (2015-2016) Introduction E. May 14, 2015 Public Hearing and LCAP Discussion F. June 11, 2015 LCAP Discussion and Adoption	A. Determined parent satisfaction with student progress, curriculum and school culture. B. Identify responses from current year LCAP implementation actions and assess teacher needs to direct modifications to the plan for 15/16. Also identify big picture mission goals and objectives C. Identify student perspectives on areas of improvement needed at the school, in particular, trying to identify areas of need that more significantly impact low income/second language learner populations. D. Review the 14/15 goals and progress. Introduce proposed LCAP objectives, brainstorm additional items and receive responses to assist in prioritizing. E. Introduction of formal proposal for 2015-2016 LCAP after refinement form previous community forum. Receive formal comment on the LCAP, provide board discussion for further refinement. F. Discuss any amendments from the public hearing, adopt proposal

Annual Update:	Annual Update:
A. April 9, 2015: LCAP 2014-2015 Review with Board B. April 16, 2015: LCAP 2014-2015 Review with Faculty C. May 8, 2015: LCAP 2014-2015 Review with Parents	A. Gather feedback on implementation of 14/15 LCAP, identify areas of strength and weakness, measure progress. B. Gather feedback on implementation of 14/15 LCAP, identify areas of strength and weakness, measure progress. C. Gather feedback on implementation of 14/15 LCAP, identify areas of strength and weakness, measure progress.

■ SECTION 2: GOALS, ACTIONS, EXPENDITURES, AND PROGRESS INDICATORS

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. 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.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	To have all teachers appropriately assigned and fully credentialed	
Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	All students will receive core academic subject area instruction by appropriately assigned and credentialed teachers.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development towards Credential, Waldorf Certification, and Grade Level Competency	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$6000 (FUNC 5200)
Release time/Per Diem for participation in Professional development activities	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$10000 (FUNC 1000)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All students will receive core academic subject area instruction by appropriately assigned and credentialed teachers.

Actions/Services	Scope of Service	Actions/Services	Scope of Service
Professional Development towards Credential, Waldorf Certification, and Grade Level Competency	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$6000 (FUNC 5200)
Release time/Per Diem for participation in Professional development activities	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$10000 (FUNC 1000)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	All students will receive core academic subject area instruction by appropriately assigned and credentialed teachers.

Actions/Services	Scope of Service	Actions/Services	Scope of Service
Professional Development towards Credential, Waldorf Certification, and Grade Level Competency	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$6000 (FUNC 5200)
Release time/Per Diem for participation in Professional development activities	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$10000 (FUNC 1000)

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	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	For students to read with competency and comprehension	
Goal Applies to:	**Schools:**	Live Oak Charter School
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measures of RTI student development showing annual progress, F&P progress trends class-wide. Reduced RTI Rate school wide, caseload analysis. Improved QRI/Core Phonics/Fountas and Pinnell Assessments for 3rd grade, Improved Parent/Teacher reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase curriculum, resources & materials: Fountas and Pinnell Assessments Package, Library resources	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1500 (FUNC 4210) $250 (FUNC 4210)
Employ Reading Specialist for mentoring support + Provide release time through Prep Staffing	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$6000 (FUNC 2199-3000) $5000 (FUNC 2199-3000)
Linda Mood Bell Reading Training	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$2800 (FUNC 5200)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measures of RTI student development showing annual progress, F&P progress trends class-wide. Reduced RTI Rate school wide, caseload analysis. Improved QRI/Core Phonics/Fountas and Pinnell Assessments for 3rd grade, Improved Parent/Teacher reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase curriculum, resources & materials: Fountas and Pinnell Assessments Package, Library resources	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$750 (FUNC 4210) $3000 (FUNC 4210)
Employ Reading Specialist for mentoring support + Provide release time through Prep Staffing	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$6000 (FUNC 2199-3000) $5000 (FUNC 2199-3000)
Linda Mood Bell Reading Training	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$2,800 (FUNC 5200)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measures of RTI student development showing annual progress, F&P progress trends class-wide. Reduced RTI Rate school wide, caseload analysis. Improved QRI/Core Phonics/Fountas and Pinnell Assessments for 3rd grade, Improved Parent/Teacher reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand Curriculum and Library resources for leveled reading	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$3000 (FUNC 4210)
Employ Reading Specialist for mentoring support + Provide release time through Prep Staffing	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$6000 (FUNC 2199-3000) $5000 (FUNC 2199-3000)
Linda Mood Bell Reading Training	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$2,800 (FUNC 5200)

GOAL:	3. Improve writing achievement through articulated curriculum & instruction related to thinking maps and the writing process		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	To have all teachers appropriately assigned and fully credentialed	
Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measure, benchmark trends per class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Thinking Maps graphic organizer curriculum materials	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$3000 (FUNC 4210)
Professional Development Training for Implementation of Thinking Maps	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$2600 (FUNC 5200)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measure, benchmark trends per class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Write to the Point curriculum materials	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$3000 (FUNC 4210)
Professional Development for Implementation of Thinking Maps & Write to the Point	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$2600 (FUNC 5200)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measure, benchmark trends per class.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update Materials for Writing Program	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$3000 (FUNC 4210)
Professional Development for Implementation of Thinking Maps & Write to the Point	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$1000 (FUNC 5200)

GOAL:	4. Improve Math Foundations achievement through developmentally articulated math instruction and materials in the elementary grades	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	To have all teachers appropriately assigned and fully credentialed	
Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measures of student development showing annual progress, Benchmark measures by grade.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development Training for Making Math Real	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$7500 (FUNC 5200)
Purchase Math manipulatives and resources	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$1000 (FUNC 4310)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measures of student development showing annual progress, Benchmark measures by grade.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development Training for Making Math Real	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$7500 (FUNC 5200)
Purchase Math manipulatives and resources	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$1000 (FUNC 4310)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Improvement in students proficient or advanced on CAASPP, Longitudinal measures of student development showing annual progress, Benchmark measures by grade.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development Training for Making Math Real	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$7500 (FUNC 5200)
Purchase Math manipulatives and resources	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$1000 (FUNC 4310)

GOAL:	5. Ensure students operating below grade level expectations have needs met through collaborative RTI learning supports		Related State and/or Local Priorities: 1_X_ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need:	Identify and remediate students who demonstrate delayed academic progress		
Goal Applies to:	Schools:	Live Oak Charter School	
	Applicable Pupil Subgroups:	All Students	

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:		Improvement in students proficient or advanced on CAASPP, Longitudinal measures of student development showing annual progress, F&P progress trends class-wide. Reduced RTI Rate school wide, caseload analysis. Improved QRI/Core Phonics Assessments, Improved Parent/Teacher reports	
Actions/Services	**Scope of Service**	**Actions/Services**	**Budgeted Expenditures**
Provide Learning Support Staff for students identified in need of support	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$20000 (FUNC 2000-3000)
Purchase Learning Materials for support providers	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1500 (FUNC 4310)

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:		Improvement in students proficient or advanced on CAASPP, Longitudinal measures of student development showing annual progress, F&P progress trends class-wide. Reduced RTI Rate school wide, caseload analysis. Improved QRI/Core Phonics Assessments, Improved Parent/Teacher reports	
Actions/Services	**Scope of Service**	**Actions/Services**	**Budgeted Expenditures**
Provide Learning Support Staff for students identified in need of support	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$20000 (FUNC 2000-3000)
Purchase Learning Materials for support providers	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1500 (FUNC 4310)

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:		Improvement in students proficient or advanced on CAASPP, Longitudinal measures of student development showing annual progress, F&P progress trends class-wide. Reduced RTI Rate school wide, caseload analysis. Improved QRI/Core Phonics Assessments, Improved Parent/Teacher reports	
Actions/Services	**Scope of Service**	**Actions/Services**	**Scope of Service**
Provide Learning Support Staff for students identified in need of support	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$20000 (FUNC 2000-3000)
Purchase Learning Materials for support providers	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1500 (FUNC 4310)

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	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Outreach and support Spanish speaking and low socio-economic families in our community,	
Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increased Application pool from Service Area, Increased demographic diversity		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Translation of official school documents and text	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$3000 (FUNC 5825)
Produce Outreach Activity for local community, Guest Speaker Series	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$2000 (FUNC 5200)
Develop a food service program (Design & Development)	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$42,000 (FUNC 5630)
Advertising in local service area to raise awareness of program in under-served communities	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$2000 (FUNC 5825)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increased Application pool from Service Area, Increased demographic diversity		
Actions/Services	**Scope of Service**	**Actions/Services**	**Budgeted Expenditures**
Translation of official school documents and text	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$3000 (FUNC 5825)
Produce Outreach Activity for local community, Guest Speaker Series	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$2000 (FUNC 5200)
Develop a food service program (Development and Implementation)	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$42,000 (FUNC 5630)
Advertising in local service area to raise awareness of program in under-served communities	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$2000 (FUNC 5825)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increased Application pool from Service Area, Increased demographic diversity		
Actions/Services	**Scope of Service**	**Actions/Services**	**Budgeted Expenditures**
Translation of official school documents and text	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$3000 (FUNC 5825)
Produce Outreach Activity for local community, Guest Speaker Series	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$2000 (FUNC 5200)
Develop a food service program (Development and Implementation)	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ _X_ALL	$42,000 (FUNC 5630)
Advertising in local service area to raise awareness of program in under-served communities	School Wide	_X_Low Income Pupils _X_EL __Foster Youth _X_Re-designated FEP __Other Subgroups: (Specify)_____ __ALL	$2000 (FUNC 5825)

<table>
<tr><td rowspan="2">GOAL:</td><td rowspan="2">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.</td><td>Related State and/or Local Priorities:</td></tr>
<tr><td>1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8_X_
COE only: 9__ 10__
Local : Specify _____</td></tr>
</table>

Identified Need:		Creating a safe, functional school climate for students to flourish
Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Reduced Referral Rate, Elevated parent evaluation in surveys, reduced suspension rate, improved attendance rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Social Emotional Learning Instruction Professional Development	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (FUNC 5200)
Cyberwise & Anti-bullying Curriculum Materials and Professional Development	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (FUNC 4310) $500 (FUNC 5200)
Counseling and Class Circle support	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$24000 (FUNC 5800)
Implement Middle School Mentors Program (Guild), including Staff coordinator and materials	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$500 (FUNC 4390) $2000 (FUNC 1199/2199)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Reduced Referral Rate, Elevated parent evaluation in surveys, reduced suspension rate, improved attendance rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Social Emotional Learning Instruction Professional Development	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (FUNC 5200)
Cyberwise & Anti-bullying Curriculum Materials and Professional Development	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (FUNC 4310) $500 (FUNC 5200)
Counseling and Class Circle support	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$24000 (FUNC 5800)
Implement Middle School Mentors Program (Guild), including Staff coordinator and materials	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$500 (FUNC 4390) $2000 (FUNC 1199/2199)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Reduced Referral Rate, Elevated parent evaluation in surveys, reduced suspension rate, improved attendance rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Social Emotional Learning Instruction Professional Development	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (FUNC 5200)
Cyberwise & Anti-bullying Curriculum Materials and Professional Development	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (FUNC 4310) $500 (FUNC 5200)
Counseling and Class Circle support	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$24000 (FUNC 5800)
Implement Middle School Mentors Program (Guild), including Staff coordinator and materials	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$500 (FUNC 4390) $2000 (FUNC 1199/2199)

GOAL:	8. Improve parent connection to the school and engagement in class meeting, education and childhood development salons, and volunteerism		Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Parents are connected to the school and are engaged in their child's education to support learning and development	
Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Attendance at class meeting, education and development salons, records of volunteer hours, responses on parent surveys		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
School wide newsletter and calendar to keep parents informed of events and pedagogical context	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$6000 (2199-3000)
Maintenance and Development of digital school information portals for volunteering and communcation	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$3000 (5825)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Attendance at class meeting, education and development salons, records of volunteer hours, responses on parent surveys		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
School wide newsletter and calendar to keep parents informed of events and pedagogical context	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$6000 (2199-3000)
Maintenance and Development of digital school information portals for volunteering and communcation	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$3000 (5825)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Attendance at class meeting, education and development salons, records of volunteer hours, responses on parent surveys		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
School wide newsletter and calendar to keep parents informed of events and pedagogical context	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$6000 (2199-3000)
Maintenance and Development of digital school information portals for volunteering and communcation	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$3000 (5825)

GOAL:	9. To improve student connectedness to school through improved attendance and participation in extracurricular activities		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need:	Student engagement in the community and experience of peers in non-academic settings		
Goal Applies to:	Schools:	Live Oak Charter School	
	Applicable Pupil Subgroups:	All Students	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:		Increased Student participation in extracurricular events, improved attendance rate (reduced absenteeism), survey response on connectedness	
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Attendance tracking service and staffing (Powerschool, Messenger, letter notifications and staffing)	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$250 (FUNC 2199) $100 (FUNC 5950
Maintenance of After School Sports Program (Staff, membership, equipment)	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$2000 (FUNC 2199-3000) $1500 (FUNC 5300) $3500 (FUNC 4390)
Provision of Extracurricular Activities & Clubs	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (4390)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:		Increased Student participation in extracurricular events, improved attendance rate (reduced absenteeism), survey response on connectedness	
Actions/Services	**Scope of Service**	**Actions/Services**	**Scope of Service**
Attendance tracking service and staffing (Powerschool, Messenger, letter notifications and staffing)	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$250 (FUNC 2199) $100 (FUNC 5950
Maintenance of After School Sports Program (Staff, membership, equipment)	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$2000 (FUNC 2199-3000) $1500 (FUNC 5300) $3500 (FUNC 4390)
Provision of Extracurricular Activities & Clubs	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (4390)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:		Increased Student participation in extracurricular events, improved attendance rate (reduced absenteeism), survey response on connectedness	
Actions/Services	**Scope of Service**	**Actions/Services**	**Scope of Service**
Attendance tracking service and staffing (Powerschool, Messenger, letter notifications and staffing)	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$250 (FUNC 2199) $100 (FUNC 5950
Maintenance of After School Sports Program (Staff, membership, equipment)	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$2000 (FUNC 2199-3000) $1500 (FUNC 5300) $3500 (FUNC 4390)
Provision of Extracurricular Activities & Clubs	School Wide	__Low Income Pupils __EL __Foster Youth __Re-designated FEP __Other Subgroups: (Specify)_____ **_X_ALL**	$1000 (4390)

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

◼ Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	Low Socioeconomic, Foster, EL

Expected Annual Measurable Outcomes:	• All students will receive core academic subject area instruction by appropriately assigned and credentialed teachers.	Actual Annual Measurable Outcomes:	• All Students received core academic subject area instruction by appropriately assigned and credentialed teachers.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teacher Certification Verification, Highly Qualified Teacher Authorizations, BTSA Support, Waldorf Professional Development	24,000	Teacher Certification Verification Certified Substitutes were provided BTSA Support Offered Waldorf Training was funded	14,500
Scope of service:	School Wide	Scope of service:	School Wide
_X_ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued efforts to ensure all staff are highly qualified.

Original GOAL from prior year LCAP:	GOAL 2A: Adopt common core articulated reading curriculum and assessment program. GOAL 2B: Intervention Specialist will be assigned to provide mentoring support on adopted curriculum.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	Low Socioeconomic, Foster, EL

Expected Annual Measurable Outcomes:	• Improvement in reading level development as indicated by teacher reading inventory surveys and specific reading assessment benchmarks for struggling students.	Actual Annual Measurable Outcomes:	• Matriculating 3rd grade has higher level of reading proficiency that 2013-2014. Far fewer 4th grade students requiring intervention in 2014-2015 • CAASPP results pending.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase Curriculum and Assessment Materials	$2700	Purchased Assessment Materials	$1500
Scope of service: School Wide		Scope of service: School Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Employ Reading Specialist for mentoring support Direct additional staff resources to facilitate mentoring time	$11000	Employ Reading Specialist for mentoring support Direct additional staff resources to facilitate mentoring time	$11000
Scope of service: School Wide		Scope of service: School Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued professional development on reading instruction including summer training of 2015 for phonics based approaches by lower grades teachers.

Original GOAL from prior year LCAP:	GOAL 3: Implement a classroom articulated RTI Reading support program.		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	**Schools:** Live Oak Charter School		
	Applicable Pupil Subgroups: Low Socioeconomic, Foster, EL		
Expected Annual Measurable Outcomes:	• Students who are significantly below proficient will be identified and referred through the SST process for additional support. • Identified students will receive additional support and ongoing monitoring until the student demonstrates adequate growth towards goals.	Actual Annual Measurable Outcomes:	• The RTI program identified 23 students for referral at the start of 2014 -2015. Over 50% of students exited program at year-end including those identified for special education eligibility.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Employ Reading Specialist and assistant for direct RTI support to students Purchase related materials	$46,000	Employ Reading Specialist and assistant for direct RTI support to students Purchase related materials	$46,000
Scope of service: School Wide		Scope of service: School Wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued expenditure in support of the RTI program.		

Original GOAL from prior year LCAP:	GOAL 4A: Update Pre-existing library for leveled reading and access. GOAL 4B: Purchase and implement Leveled Reading Library for Elementary students.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6_X_ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	Low Socioeconomic, Foster, EL

Expected Annual Measurable Outcomes:	• Students will know their relative reading level. • Students will have access to books labeled according to adopted leveling system in the classroom and school library. • Students will participate in reading groups and circles with leveled reading materials that are diverse and engaging.	Actual Annual Measurable Outcomes:	• 3rd grade students have been assigned to the appropriate reading level. • 10% of the library has been labeled according to the F&P system. • 3rd grade implemented circles 3 days/week.

LCAP Year: 2014-2015

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Staff Time for indexing Label Supply costs		$500	Staff time was assigned Supplies were purchased		$500
Scope of service:	School Wide		Scope of service:	School Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Purchase of Leveled Reading Library		$20,000			$18,336
Scope of service:			Scope of service:		
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Conduct professional development training for teachers with the reading assessment program.

Original GOAL from prior year LCAP:	GOAL 5A: Translation of core enrollment, parent, and administrative documents into Spanish. GOAL 5B: Advertising in local service area to raise awareness of program in under-served communities		Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Live Oak Charter School	
	Applicable Pupil Subgroups:	Low Socioeconomic, Foster, EL	
Expected Annual Measurable Outcomes:	• Student families will have access to core school documents in Spanish • Potential Student families in the community will have increased opportunity to learn about the program and apply for enrollment.	Actual Annual Measurable Outcomes:	• Parent handbook translation was completed. • Advertising was pursued through mainstream publications, but primary source of referral was "friends/family". Few applicants indicated advertising as the source of referral.

LCAP Year: 2014-2015

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Contract for translation services		$5,000	Parent handbook translated		$3,000
Scope of service:	School Wide		Scope of service:	School Wide	
X__ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Contract for Advertising and Signage		$250	Signage installed, Advertising in local paper		$3000
Scope of service:	School Wide		Scope of service:	School Wide	
X__ALL			__XALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Expand advertising in Spanish language periodicals, explore other community opportunities for outreach.

Original GOAL from prior year LCAP:	GOAL 6A: Implement school wide SEL program with Anti-bullying components. GOAL 6B: Class circles held with support from SEL staff & interns GOAL 6C: Staff training for use of common language and protocols for engaging students in need of SEL support. GOAL 6D: Home Connect SEL element to support SEL development in the home environment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Live Oak Charter School	
	Applicable Pupil Subgroups:	Low Socioeconomic, Foster, EL	

Expected Annual Measurable Outcomes:	• Students will have improved skillsets for dealing with social emotional Issues at home and as school • Students will experience a more informed peer group with which to engage in school activities • Students will experience a more comfortable and supportive learning environment	Actual Annual Measurable Outcomes:	• Referral and Suspension rate was down 20% from 2014-2015

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase SEL Materials	$2000	SEL Materials Purchased	$1250
Scope of service: School Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Contract for support interns	$1500	Completed, Contract expanded	$17000
Scope of service: School Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional development trainer and hourly compensation for classified staff	$1000	Not Completed, program was piloted by select staff, not yet implemented school wide.	$0
Scope of service: School Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Materials copying and distribution	$250	Not Completed, program was piloted by select staff, not yet implemented school wide. Electronic means were used for distribution in pilot.	$0
Scope of service: School Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued professional development in training for the SEL program. SEEDS counseling program support provided.		

Original GOAL from prior year LCAP:	GOAL 7: Increase school-wide attendance rate by 1% in 2016-2017.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Live Oak Charter School		
	Applicable Pupil Subgroups: Low Socioeconomic, Foster, EL		
Expected Annual Measurable Outcomes:	Students will experience improved attendance. School-wide attendance demonstrates improvement over 2013-2014 levels.	Actual Annual Measurable Outcomes:	School attendance did not improve. Rate from 2013-2014 was 96.95, for 2014-2015 rate was 96.88

LCAP Year: 2014-2015

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Production and distribution of attendance letters		$250	Letter system greatly expanded and implemented, staff reassigned.		$250
Scope of service:	School Wide		Scope of service:	School Wide	
__XALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Parent notification system contract		$250	Contract made, service used.		$250
Scope of service:	School Wide		Scope of service:	School Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Expanded parent education. School notifications were significantly increased last year. Escalation of truancy issues at faster pace for 2015-2016			

Original GOAL from prior year LCAP:	GOAL 8A: Create Middle School Student Council. GOAL 8B: Offer additional after school or lunchtime activities including clubs and athletics. GOAL 8C: Increase parent participation in after school activities as volunteers and club advisors.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Live Oak Charter School
	Applicable Pupil Subgroups:	Low Socioeconomic, Foster, EL

Expected Annual Measurable Outcomes:	• Students will have increased opportunities for engagement with peers and identification with the school and the academic setting. • Students will have a formal voice on campus for making improvements and further informing the LCAP process. • Students will have improved options for after school activities.	Actual Annual Measurable Outcomes:	• New programs included After school Cello Ensemble, Handwork Guild and After School Basketball. • Students were surveyed in creation of the 2015-2016 LCAP

LCAP Year: 2014-2015

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Student Council formed		$500	Student council was not formed, but ad hoc middle school team planned middle school dance.		$1000
Scope of service:	School Wide		Scope of service:	School Wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Contract with local after school sports league Provide Uniforms for all participants Fund academic club activities		$5,000	All actions completed		$3,339
Scope of service:	School Wide		Scope of service:	School Wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Notification of volunteer opportunities Fingerprinting/background verification as per volunteer policy		$500	All actions completed		$2,092
Scope of service:	School Wide		Scope of service:	School Wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued offer of after school sports program

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 99,180
Given the very small EL and Low Socio-economic population relative to near schools, the school has focused its expenditures in areas of developing academic support to extend capacity and lower bars of entry for disadvantaged students. In addition, due to the cohort nature of the program with a robust RTI program, the RTI program ensures that disadvantaged students receive the supports necessary for them to access the general education curriculum and find success at levels experienced by peers who are not experiencing similar obstacles. Other goals, including campus safety and climate disproportionately benefit disadvantaged youth, but to realize the benefit, the school as a whole must be engaged and participating. Thus training and support of all students will yield the benefit for the students in the at risk class.	

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

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

5.06	%
The focus of the RTI program and other support programs including SEEDS counseling are provided based upon need. This disproportionally selects for students in the targeted demographics. In addition, expenditures applied school wide are also implemented with the intent to change the climate and accessibility of the program for students who are in the target demographic.	

■ LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
(c) "High school dropout rate" shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

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

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

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

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