



Wisdom • Strength • Purpose • Compassion • Action

Live Oak Charter School

**2019-20 LCAP
Local Control Accountability Plan
and Annual Update**

Approved: June 27, 2019 Board Meeting

Part I: LCFF Budget Overview for Parents
Part II: Local Control Accountability Plan
and Annual Update (LCAP)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Live Oak Charter School

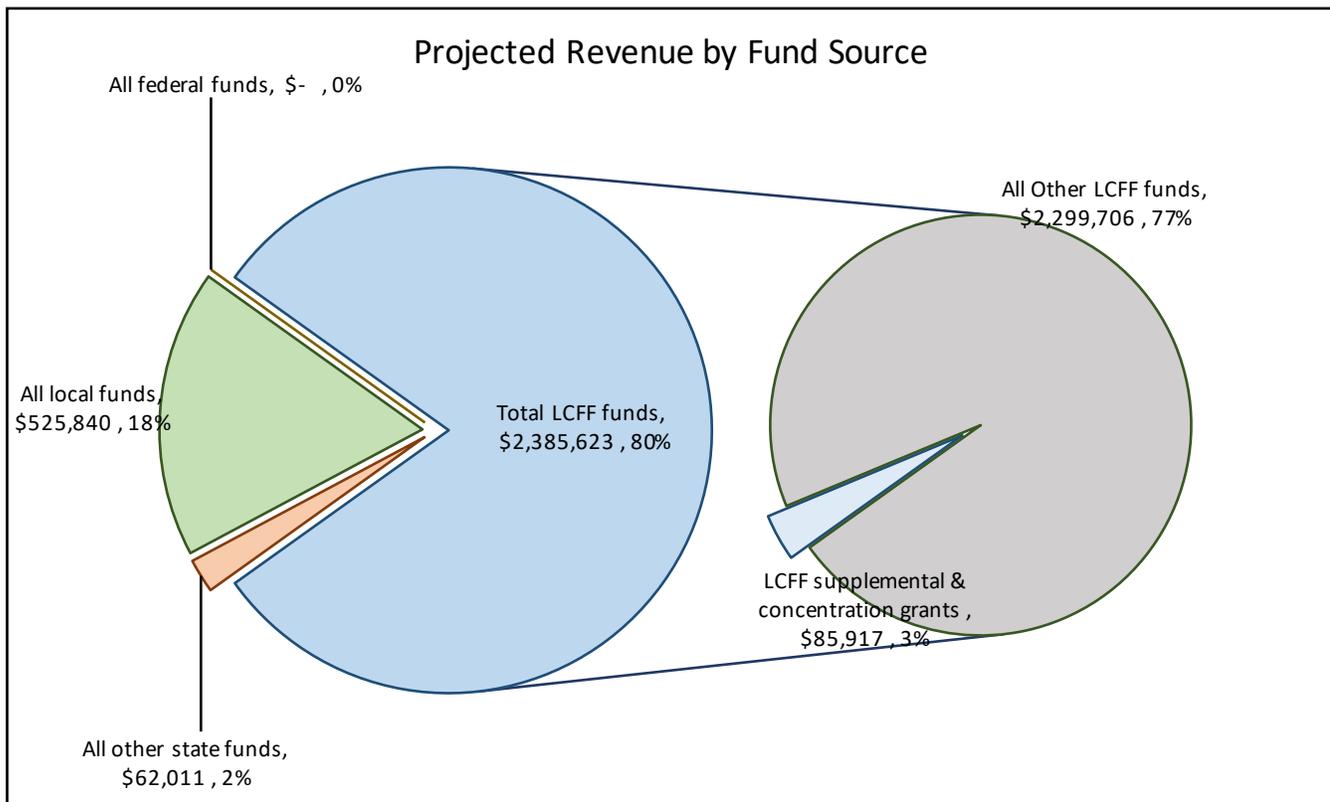
CDS Code: 49-70854-6119036

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Matthew Morgan

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

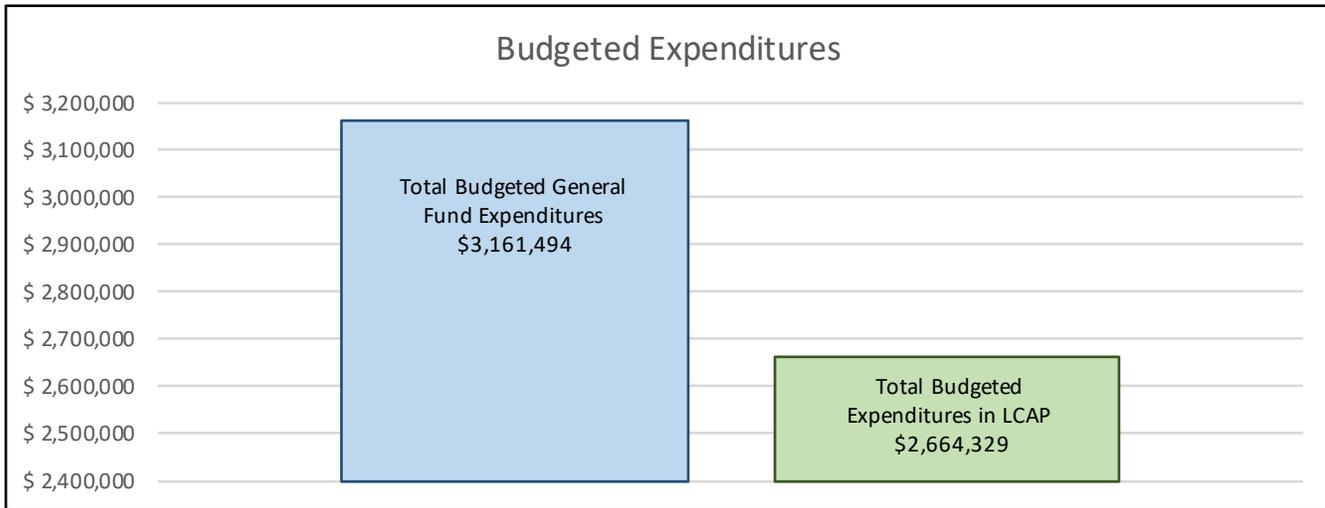


This chart shows the total general purpose revenue Live Oak Charter School expects to receive in the coming year from all sources.

The total revenue projected for Live Oak Charter School is \$2,973,474.00, of which \$2,385,623.00 is Local Control Funding Formula (LCFF), \$62,011.00 is other state funds, \$525,840.00 is local funds, and \$0.00 is federal funds. Of the \$2,385,623.00 in LCFF Funds, \$85,917.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Live Oak Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Live Oak Charter School plans to spend \$3,161,494.00 for the 2019-20 school year. Of that amount, \$2,664,329.00 is tied to actions/services in the LCAP and \$497,165.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

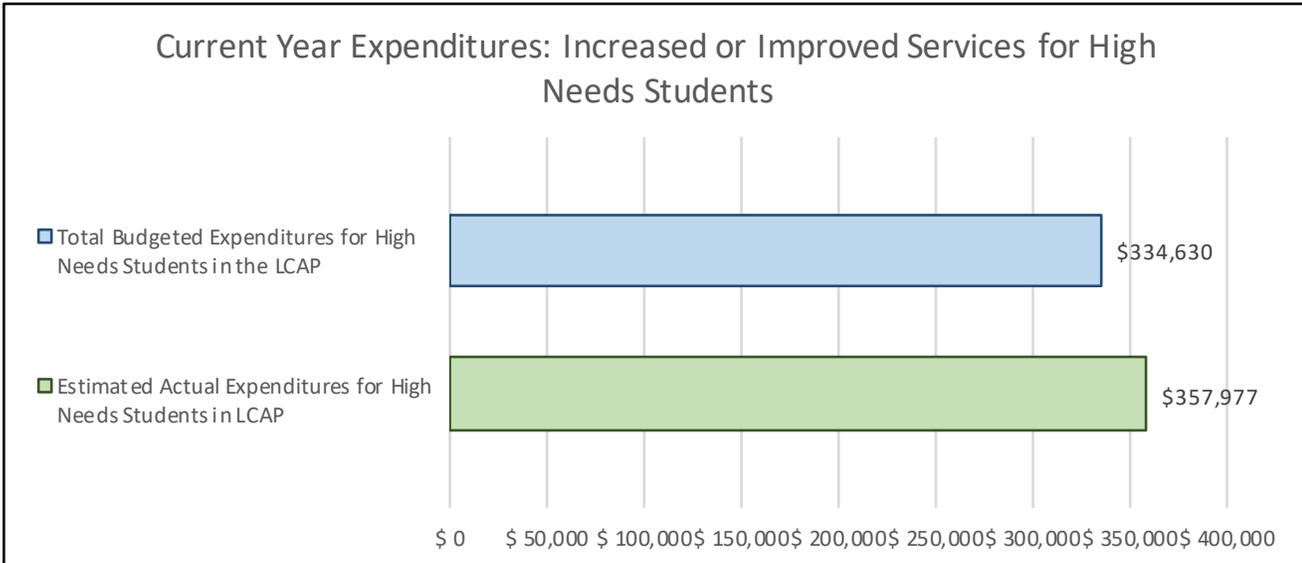
A majority of expenditures not in the LCAP relate to service contracts related to general services including

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Live Oak Charter School is projecting it will receive \$85,917.00 based on the enrollment of foster youth, English learner, and low-income students. Live Oak Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Live Oak Charter School plans to spend \$271,599.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Live Oak Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Live Oak Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Live Oak Charter School's LCAP budgeted \$334,630.00 for planned actions to increase or improve services for high needs students. Live Oak Charter School estimates that it will actually spend \$357,977.00 for actions to increase or improve services for high needs students in 2018-19.

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)

[California School Dashboard](#): 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.

If completing the LCAP Federal Addendum: The Plan Summary, especially responses to this prompt, may inform development of the "Strategy" and "Alignment" sections of the LCAP Federal Addendum. These planning documents should align and reflect a coherent plan for meeting students' needs.

Live Oak will continue in its implementation of the Academic Coaching Team model for differentiated, targeted and responsive small group support in grades 1-4. This program is a component of the MTSS program at Live Oak and consists of several trained Instructional assistants accompanying each class during portions of the day that focus on reading and writing acquisition. This program increases student/teacher contact time and, most importantly, allows for targeted flexible homogenous groups for unduplicated students to receive increased responsiveness and assistance in workshop model.

The middle school will continue to have reduced class sizes in ELA and Math. In a similar gesture to Academic Coaching Teams, reducing class size to 15-16 students for core subjects of ELA and Math is employed to target improvements in these core subjects for unduplicated students.

Live Oak continues its use of the F&P assessment system, the Lucy Calkins Readers and Writers workshop and Prentice Hall Math Investigations. These programs include training and support for staff.

The introduction of the restorative resources model in 2018-2019 is followed with continued work in 19/20 to improve school culture and behavior intervention outcomes.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Based on the most recent California Dashboard released fall 2018, the charter school is pleased to report the following results

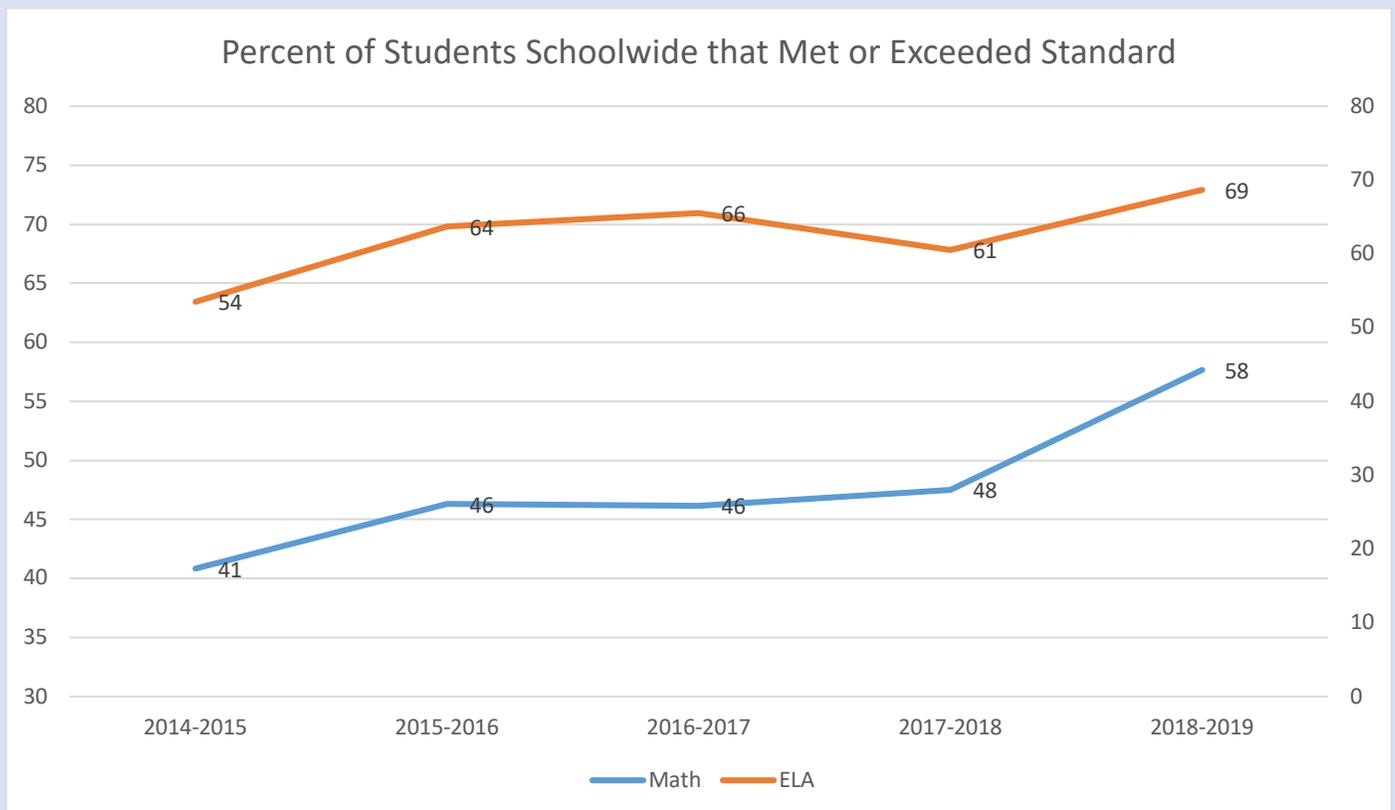
Our overall suspension rate is labeled as Blue (highest level). For All Students, the overall result was “1% suspended at least once” which was a decrease of 1.3% from 17/18. The State of California has “3.5% suspended at least once.” We believe that the restructuring of our discipline system to a restorative discipline process has successfully avoided some suspensions.

Our overall chronic absenteeism was 8.2% which was an improvement of 2.6% over the previous year. The state average was 9%.

Using local measures to assess Reading success, our 2nd and 3rd grade cohorts tested above standard at the highest levels since implementation of the Fountas and Pinnell assessment system. Individualized MTSS supports declined in demand due to improvements of instruction at tier 1.

In CAASPP assessment Live Oak demonstrated growth in BOTH ELA and Math (Fig. 1). Though the 2018 dashboard indicates a drop in Math due to low test scores in 2017-2018, the situation is significantly changed at the end of 2019 with 21% more students in the met or exceeded standard category, with 24% growth in middle school alone, an area that had previously been an area of concern.

Fig.1



Looking at the Math data longitudinally (see Fig. 2 below) also demonstrates sustained growth, year over year for most cohorts, with the initial starting scores in grade 3 also showing progressive improvement between cohorts.

This same longitudinal analysis for ELA (see Fig. 3 below) demonstrates a similar trend. It is important to note, that the one class that demonstrated a countertrend, is a class that has seen the most demographic turn over during the cohorts passage through the grades. Indeed, the single year, 2016-2017 was the year when over 1/3 of the class changed. The drop in scores this year does appear to be attributable to an outgoing demographic that tested significantly higher than the new enrollees that replaced them. When looking at schools with small sample sizes, small changes in populations can shift data dramatically.

Fig. 2

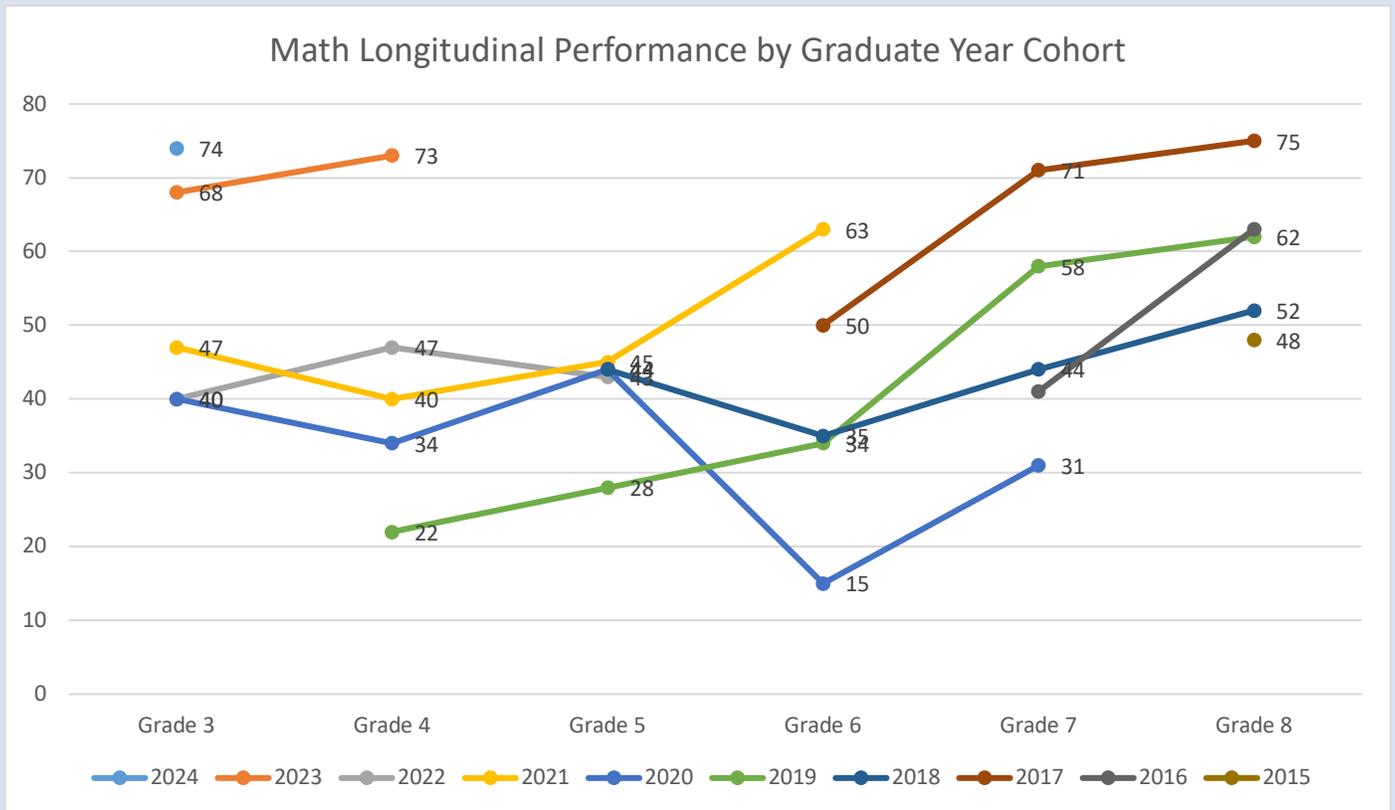
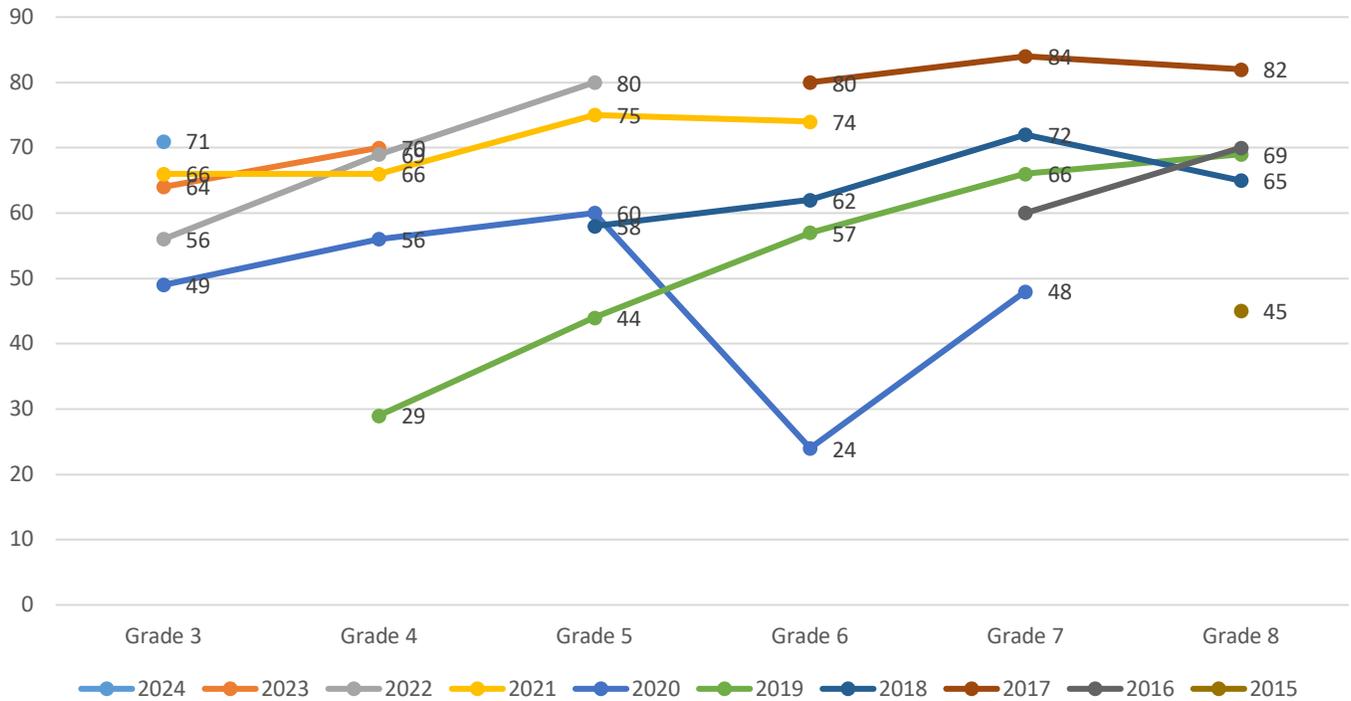


Fig. 3

ELA Longitudinal Performance by Graduate Year Cohort



Referring to the California School Dashboard, 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

ESTIMATED 2019 DASHBORAD INDICATORS vs 2018		
ELA		
Demographic	2019	2018
All School	31.4	16.4
Socioeconomic	-22.5	-26.6
Disability	-66.3	-65.2
ELD	-13.0	N/A
White	33.8	18.0

Live Oak’s overall English Language Arts performance in 2019 yields an estimated 5x5 score as Blue (highest level). For All Students, the overall result was 31.4 points above standard. The State of California score for 2018 was 6 points above standard.

Live Oak experienced an overall Increase in ELA CAASPP scores over last year by 15 points. Socioeconomically Disadvantaged students scored 22.5 points below standard, which was an improvement of 4.1 points over last year. The other subgroup labelled white students, scored 33.8 points above standard, which was an increase 15.8 points over last year. A group of students labeled

Students with Disabilities, scored 66.3 points below standard, which was a deterioration of 0.9 points over last year.

ESTIMATED 2019 DASHBOARD INDICATORS vs 2018		
Math		
Demographic	2019	2018
All School	5.4	-7.8
Socioeconomic	-78.8	-68.7
Disability	-63.3	-78.8
ELD	-86.3	N/A
White	10.1	-4.8

Live Oak's overall Math score is labeled as Green (2nd highest level). For All Students, the overall result was a marked improvement of 13.2 points. The State of California score for 2018 was 36.4 points below standard.. Socioeconomically Disadvantaged students scored at 78.8 points below standard, which was labeled as orange with a deterioration of 10.1 points. White students scored 10.1 points above standard, which was an improvement of 14.9 points over last year.

It is important to note that performance varied by grade. One class, in particular, demonstrated significant growth year over year, doubling the numbers of students that met or exceeded ELA and Math standards.

The greatest need is in the remediation of the Low Socioeconomic demographic performance in both ELA and Math at Live Oak.

Referring to the California School Dashboard, 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

For Chronic Absenteeism, the Students with Disabilities group was 2 or more performance levels below "All Students" (Orange vs Green)

The LEA is using IEP progress meetings and Attendance intervention process to reduce absenteeism rates for students identified with disabilities.

For ELA, the "Socioeconomically Disadvantaged" group was 2 or more performance levels below "All Students" (Orange vs Green).

The LEA is targeting students in the socioeconomically disadvantaged group through the MTSS program to ensure all students in this category are receiving ongoing support and monitoring.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None / Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed: 2018-2019

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

Annual Measurable Outcomes

Expected

100% of teachers hold adequate credentials and are appropriately assigned (per charter requirements)

Actual

100% of teachers held adequate credentials and were appropriately assigned (per charter requirements)

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

Professional Development towards Credential, Waldorf Certification, and Grade Level Competency including Per Diem and Training Costs

Actual
Actions/Services*

Teacher credentials audited, Waldorf training implement for uncertified staff including Art of teaching and Waldorf Foundations

Budgeted
Expenditures

\$1,247,501

Estimated
Actual
Expenditures

\$1,269,326

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.

Audit was conducted for teacher credentials at start of school year. Assessment was also made of specific teacher professional development needs. In cooperation with staff and third party mentors/institutions, additional professional development was accomplished. Per Diem supplemental pay was provided for target staff along with costs of training/conferences.

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

Direct goal met by having all relevant staff having met target goal. Additional measurement based on CAASSP and other local measurement are not complete. However, significant growth in reading/ELA performance was observed in Grades 2 and 3 through local Fountas and Pinnell assessments. Math instruction showed great improvement as well. This indicates training and development should continue in earnest.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased costs were associated with higher salary schedule placement for new hire, increased benefit costs and additional duty assignments

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.

Given the decrease in math performance, redirect resources to target math instruction goals.

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

Annual Measurable Outcomes

Expected	Actual
CAASPP ELA Assessments: All Students 25 Above Low Income 15 Below	CAASPP ELA 2019 Estimated Dashboard: All Students 31.4 Above ----- Target Met Low Income 26.6 Below ----- Target Met
Reading Assessment Data Median F&P Level Grade 2: M Median F&P Level Grade 2: P	Reading Assessment Data Median F&P Level Grade 2: N ----- Target Met Median F&P Level Grade 3: T ----- Target Met
RTI Caseload 39	RTI Caseload 36 ----- Target Met

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 Curriculum, Training and Mentoring Support for strong classroom based reading instruction	Mentoring and training support was provided internally by the learning support coordinator in grades 1-5 and MTSS support teacher in grades 6-8. Hours included training for 8 staff composing >40 hours of mentor time.	\$1500	>\$2200

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.

Regular (every 2 weeks) mentor meetings by learning support leads and classroom teachers were held. As well, for grades 1-5, Academic Coaching Team collaboration time for preparing readers workshop curriculum was continued with approximately 45 minutes weekly for planning time with support staff.

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

Reading support instruction has yielded significant increases in reading competency in the grades 1-5, similar growth has been observed in aggregate in grades 6-8 though large changes in the enrolled population have affected these measurements. In particular grade 3 demonstrated a median reading level of T by March 2019, with 84.3% above target and all students below target assessed at early term grade level. All the more remarkable is that Live Oak does not pursue explicit instruction in reading during the Kindergarten year. This means students are covering 4 years of reading development in 3 years. Given a favorable performance relative to neighboring similar schools, Live Oak exemplifies the true purpose of charter schools to pilot and test innovative initiatives in education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant difference, though the totality of cost is underestimated given the amount of coaching that occurs between mentor staff and instructors that is not attributed to the above time estimate.

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.

This goal will continue given the increases observed in lower grades. Team will target newly enrolled students in the middle school as these students frequently enter below grade level.

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
CAASPP ELA Assessments: All Students 25 Above Low Income 15 Below	CAASPP ELA 2019 Estimated Dashboard: All Students 31.4 Above ----- Target Met Low Income 26.6 Below ----- Target Met
Writing Benchmark Data in grade 3, 5 and 8 75% of class is at grade level proficiency by year end.	Grade 3: 50% met grade level proficiency on local rubric ----- Target Not Met Grade 5: 69% met grade level proficiency on local rubric ----- Target Not Met Grade 8: 45% met standard at earlier term ----- Target Not Met

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 Curriculum, Training and Mentoring Support for workshop based writing instruction	Mentoring and training support was provided internally by the learning support coordinator in grades 1-5 and MTSS support teacher in grades 6-8. Hours included training for 8 staff composing >40 hours of mentor time.	\$1500	>\$2200

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.

Regular mentor meetings by learning support leads and classroom teachers were held. As well, for grades 1-5, Academic Coaching Team collaboration time for preparing readers workshop curriculum was continued with approximately 45 minutes weekly for planning time with learning support staff.

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

Given the lack of baseline with the new local measures (Lucy Calkins Rubrics) comparison on improvement of program implementation is not available in 18/19. However, student engagement and progress towards writing goals as tracked through IEP progress reports showed some improvement over previous year. Teachers report high student engagement and professional satisfaction from working with the new program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant difference, though the totality of cost is underestimated given the amount of coaching that occurs between mentor staff and instructors that is not attributed to the above time estimate.

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.

Given the improvement in ELA scores from 17/18, the school will continue work with academic support teams in grades 1-5 and in half sized ELA classes in grades 6-8. The MTSS learning support team will target at low socioeconomic students for increased MTSS supports. Full implementation of Benchmarks is an important component to embed for 2019-2020

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

Annual Measurable Outcomes

Expected

Actual

CAASPP ELA Assessments:

All Students 25 Above
Low Income 15 Below

CAASPP ELA 2019 Estimated Dashboard:

All Students 31.4 Above ----- **Target Met**
Low Income 26.6 Below ----- **Target Met**

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 ACT Staff, Professional Development and Materials	<p>Academic Coaching Teams consist of 3-4 additional learning support staff provided in the regular education classroom for 4 sessions weekly for 45 minutes each.</p> <p>Academic Coaching Teams are flexible homogenous groups using the readers and writers workshop curriculum to host coaching sessions after provision of UDL instruction by classroom teacher</p> <p>Service time also include one 45 minute common planning session with each teacher weekly to coordinate and plan targeted supports for groups throughout the week.</p>	<p>\$66,329 (\$36785) Academic Coaching Teams</p>	<p>\$61,267 Academic Coaching Teams</p>

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
	In Middle School, the hire of a 1.0FTE math teacher provides the opportunity for half sized classes with levelled support in BOTH ELA and Math	\$103,722 (\$0) Middle School ½ Sizing	\$101,093 Middle School ½ Sizing

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.

This was year 2 of the Academic Coaching Team implementation. The model remained unchanged except for the mid-year departure of one staff that was not filled by year end. The teams continued to meet weekly, teams experimented with different routines, sometimes working continuously on reading or writing for blocks at a time, while others alternated workshop days between reading and writing. Teams organized groups of students that ranged in size from 3 at the smallest to 12 at the largest, to allow for targeted activities with a homogenous group of students needed the targeted development.

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

Subjectively, student engagement has increased dramatically. Students describe themselves as authors, and their engagement in writing activities, even in 1st grade where writing has traditionally been nascent, has skyrocketed. Parents too, have ranked Academic Coaching Teams very high on their list of priorities. Parent perception of the success of the program is rooted both in their review of their child's work, as well as in their interpretation of their student's self-reports at home.

In regard to overall score improvement, the lower grades, particularly grades 1-4 have seen high performance on Fountas and Pinnell assessments relative to previous years. CAASPP scores also showed strong ELA growth, though analysis of the sub categories has not been completed by faculty study teams.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Decrease cost due to loss of 1 staff person mid-year that was not rehired. In above original cost estimate, it should be noted that the previous year LCAP did not account for the full cost of the program. This has been corrected for 19/20.

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.

No significant changes expected for 19/20. Continued implementation of reader and writer workshops with support through ACT and half sized middle school program. Expected fiscal restraint due to loss of one time funds will possibly reduce staffing for ACT and limit ACT employ in grade 5. Bell schedule change will increase by 5 minutes daily however, (20 weekly) for ACT in grades 1-2.

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

Annual Measurable Outcomes

Expected	Actual
CAASPP Math Assessments: All Students: 0 points (At Standard) Low Income: 38 Below Standard	CAASPP Math Assessments: All Students: 5.4 Points Above Standard ----- Target Met Low Income: 78.8 Below Standard----- Target NOT Met

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 Curriculum, Training and Mentoring Support for Math instruction	Subscription to Prentice Hall for Math Investigations for grades 1-5. Common planning time for Math instructor and middle school Collaboration time for grades 1-5 teachers for math implementation development.	\$1,500.00	>\$3400 Component of Goal 1 Expense Common Planning time for certificated staff

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.

This is year 3 of the Math Investigations textbook implementation. Teachers expressed increased confidence with the text even while moving into new grades. One benefit of looping in grades is that teachers have the opportunity to see the text “spiral” through the grades, with each grade touching upon core themes at progressively more advanced levels. Lower grades (1-5) teachers reported growing appreciation for the text. Lacking however is a benchmark program for formative assessment. Teacher common planning time occurred during faculty meetings in discussion of standards and best practices. Some teachers experimented in using academic coaching teams for flexible homogenous target group exercises in math. This appeared to show some success, though the time constraint in providing ELA and math support in such a format would be a significant obstacle to expanding the practice.

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

Given the CAASPP results, showing decreases in Math performance in grades 6-8, yet maintained or increased performance in grades 1-5, the Math Investigations text and comprehensive instruction appears to have yielded some gains. The grades 6-8 performance however is indicative that the current curriculum is not bringing students into greater alignment with CAASPP targeted proficiencies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Minor difference attributable to additional staff time shared in collaboration.

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.

No change in goal or strategy as significant gains were realized in 2018-2019. Indeed, there was a 21% increase in students meeting or exceeding the Math targets.

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 Priorities: 1 & 4

Annual Measurable Outcomes

Expected	Actual
CAASPP Math Assessments: All Students: 0 points (At Standard) Low Income: 38 Below Standard	CAASPP Math Assessments: All Students: 5.4 Points Above Standard ----- Target Met Low Income: 78.8 Below Standard----- Target NOT Met
Reading Assessment Data for RTI Students	20% increase in F&P growth rate (for students receiving support) relative to class cohort average ----- Target Met

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 and materials for students identified in need of support including Per Diem and Training Costs	Live Oak provided 1.45 FTE Learning Support Staff Staff divided time between upper grades support directly in ELA classes, participation as part of the Academic Coaching Team program, and provision of targeted small group and individual tutoring in reading, writing and mathematics. Learning Support Staff supported the SST process extensively and assisted Special Education and general education staff in child find.	\$127,779 Staff \$500 Materials	\$133.076 Staff \$326 Materials

Planned
Actions/Services

Actual
Actions/Services*

Budgeted
Expenditures

Estimated Actual
Expenditures

--	--	--	--

Analysis

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

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

The addition of support staff in the middle school assisted the classroom teacher with the administration of writers workshop benchmarks and provided targeted reading support for students in need. In particular, new enrollees were able to be given more comprehensive placement assessment and ongoing support in ELA assignments. For lower grades, the learning support coordinator provided leadership to the grades 1 and 2 Academic Coaching Teams, as well as provided cohesive services for students in early reading acquisition stages, structuring individual and small group work in a common articulation to improve student outcomes. The implementation in the lower grades is in its 7th year. The last 2 years has settled into a model with small group work daily coupled with the individual coaching. This model appears to show rapid success with many students, and is also instrumental in identifying students who may need further support and assessment.

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

The Fountas and Pinnell assessments for 2nd and 3rd grade showed significant performance gains for each cohort above previous cohorts in the same grade. The quality of first tier instruction should be credited, but the narrowing of gaps between the tail of reading competency and the mean of the class appears to owe itself in large part to the robust supports offered to students who are behind the curve in the class. The use of consistent formative assessment via the Rigby, Core Phonics, and Fountas and Pinnell were instrumental in targeting instruction and monitoring student progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant difference. Increased costs primarily associated with changes in employment costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

The goal appears to have been impacted positively by the actions taken. Growth in both CAASPP ELA scores, and local improvement in Fountas and Pinnell/Lucy Calkins assessments may be correlated. Budget reductions due to loss of state funding will likely impact the ability to provide similar extent of FTE support in this role going forward. The school will seek to protect the core function of this program element, but the quantity of service may be impacted.

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 Priorities: 3, 6 & 7

Annual Measurable Outcomes

Expected	Actual
Schoolwide Enrollment Demographics for 2018-2019 25% Low Income 3% EL	Schoolwide Enrollment Demographics for 2018-2019 15% Low Income 1.7% EL

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
Provision of verbal and text translation services and documents	Several meetings required translation services which were provided by own staff	\$1000	\$175

Action 2

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
Advertising in local service area to raise awareness of program in under-served communities	Flyers for upcoming events were developed and distributed to local nursery schools and places of public gathering to assist in outreach	\$1000	\$140

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.

Live Oak has a very small EL population, and low levels of need regarding translation services. Live Oak was able to use Spanish speaking staff to provide translation services to families and potential enrollees. Ready availability of staff was a success. Translation of documents was problematic however, with day to day written communications presenting obstacles at times.

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

The goal was not reached and the employed strategies did not in any significant way, increase enrollment by EL or SES students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Significant difference in cost for action 1 due to lower than anticipated demand for services.

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.

In the 2019-2020 school year, Live Oak will contract with its authorizing district for the provision of food service program including free and reduced lunch. It is theorized that the lack of such a program previously may have presented a bar to entry for disadvantaged students. This new action is anticipated to assist in reaching the goal of a more diverse demographic that is more representative of the neighborhoods in which Live Oak is situated.

Goal 8

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
Suspension & Expulsion Rate Sus: < 2%; Exp: 0%	Suspension & Expulsion Rate Sus: 1.7%; Exp: 0% ----- Target Met
Referral Rate 2 Red Cards/Week	Red Cards were eliminated under the revised restorative resources program. A replacement restorative notification method that was implemented yielded 37 referrals ----- Target Met

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 Professional Development & Materials Competency including Per Diem and Training Costs	Implementation of the Restorative Resources program 2 days of in-service training for 45 staff Mentoring support for teachers in circle and restorative conversation practices Implementation support for administration and stakeholder team	\$2,000	\$13,980 (\$9300 contract, \$4630 staff)

Action 2

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
Counseling and Class Circle support	Provision of 3 MFT Interns providing 30 hours of counseling services weekly Provision of MFT mentor coordinator Assistance in holding class circles and small social groups for social emotional learning	\$35,000	\$35,000

Action 3

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
Class Buddies Project	Regular meetings between upper and lower grades classes, teamed as buddies. Meetings include art activities, reading shares, and cooperative participation in festivals and special events.	\$300	\$260

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.

For 2018-2019 Live Oak embarked on a restructuring of its discipline and conflict resolution processes. Assisted by Restorative Resources of Santa Rosa, Live Oak participated in 2 days of schoolwide training, as well as offered 2 parent training sessions and additional smaller trainings for the implementation team, student council and admin staff. The implementation was broad in scope. Though the program was well received, the logistics of transitioning from the previous program to the restorative program was slow and labored. Several successes were found when handling acute situations through the formal restorative process. By year end, all staff had received training and the implementation team was taking over planning and training responsibilities from the contracted mentor/trainers.

The SEEDS Counseling support program is in its 5th year at Live Oak Benefitted by hosting 3 counselor interns who provided services to over 35 students and assisted classes in holding circles for social support. The SEEDS team also organized several encounter groups for students working on similar social/emotional challenges.

The class buddies met at least quarterly, though the 8th grade and 1st grade met monthly. Subjective assessment and reports from students indicated high levels of satisfaction and joy in the interactions.

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

While the restorative resources program did not see a reduction in suspensions, indeed there was a small increase, the program was well received by teachers and families alike. In several specific cases, conflicts that has shifted from the classroom to parent interactions were able to be addressed through the restorative process. Parents reported in the survey, appreciation for restorative practices being introduced to the site. The referral load did decrease, and more conflicts and infractions were being handled in the moment, rather than precipitating a delayed response by office staff.

Counseling services were essential in supporting students with social anxiety and duress due to family/health challenges. Faculty reported high levels of appreciation for the presence of counseling services on site. Parents also reported high levels of satisfaction, both in the service, and in the provision of such on site.

The buddy program was observed to strengthen inter-grade bonds, and particularly provided purpose and reward for older middle school students who had the opportunity to be seen as leaders and kind caregivers. The “softening” of persona exhibited by middle school students during buddy activities was pronounced, as was the joy expressed by the younger students in seeing their buddy and having their undivided attention during activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Restorative Resources support contract was expanded to provide more comprehensive training and implementation mentoring.

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.

Given the school’s PIR from 2017 regarding excessive suspensions, Live Oak pursued restorative resources and expanded SEEDS counseling to improve student culture and conflict resolution. These practices should continue going forward given that it takes several years of active development to fully implement a restorative resource program. Fiscal constraints due to a loss of state funding however threatens to reduce available counseling services and further contracted mentor support for restorative practices implementation.

School culture is generally reported as a positive in the parent survey. The survey also indicated reduced reports of bullying or untended social strife.

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

Annual Measurable Outcomes

Expected	Actual
Average of 50% of target student population has parent in attendance during events/parent evenings in aggregate	~60% Attendance in aggregate (though distribution shows decline inversely proportional to age of student) ----- Target Met
Parent Survey Demonstrating >85% satisfaction in the school	Out of 148 respondents As measured in Parent Survey, 87% of respondents noted that would strongly or likely recommend the school to other families. Parents also reported 86% that agreed or strongly agreed that their child is well supported at Live Oak. ----- Target Met

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
Frequent scheduling of engaging Parent Education programs and presentations including Per Diem and Training Costs	Restorative Resources Training: 1 community meeting open to all Petaluma Residents held at the public library and livestreamed by Live Oak; 2 intimate trainings for Live Oak Parents. 4 parent meetings for each grade were held 4x10 at 2 hours each, 2 Middle	\$1,000	\$Part of Restorative Resources

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
	school health information nights also held. Approximately 100 hours of education programs		Services costs listed in Goal 8

Action 2

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance and Development of digital school information portals for volunteer coordination, survey and communication	Live Oak contracts with several vendors for communications including Survey monkey, School Messenger and Sign Up Genius. These systems are managed both by staff, and volunteers to facilitate communications and logistics planning	\$1,000	\$2300

Action 3

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
Evening Program Childcare Services		\$1,000	\$2200

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.

[The Restorative Resources Training included ~85 Live Oak parent participants over the three sessions. In addition, late in the year, a core group of parents approached administration to assist in holding circles for community crisis, this circle in turn included an addition 15 participants. The model is being used both in the parent community as well as student community. Students have been noted as using the restorative questions at home.

Digital tools have been effective for the year, including handling emergency services during the adverse smoke conditions due to the Camp fire. The parent survey response was down this year from a peak of 173 respondents in 2017.

Parent attendance at events was consistent with year's past. There has been an increase in utilization of the childcare program for parent events.

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

Parent repeatedly express gratitude for childcare to facilitate parent attendance at educational events. Communications have been effective and were used repeatedly during facilities issues that arose mid-year. The attendance notification aspect of the communication software has also been essential at improving attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In years past, the LCAP did not include the totality of costs expected, this has been corrected for 2019-2020

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.

Given the high level of participation and the importance of keeping parents connected to the school and well informed of activities and policies, these practices will continue. A reduction in chronic absenteeism should be an revised goal to include in assessment going forward.

Goal 10

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
Attendance 95.9%	Attendance 95.9%. ----- Target NOT Met
60 non-unique Participants	32 non-unique Participants ----- Target NOT Met

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)	Daily attendance taken electronically in classrooms with in person support from office as needed SIS is used to monitor attendance and provide front end to auto-dialer to contact parents regarding absences. School secretary and administrative assistant work cooperatively to document and audit attendance. Office manager manages state reporting of attendance data	\$500	\$6261 (SIS) \$11,000 (staff) \$990 (mail)

Action 2

Planned Actions/Services	Actual Actions/Services*	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance of After School Sports Program (Staff, membership, equipment)	Membership to League including dues and participation in quarterly meetings Hiring, training and evaluating of coaching staff Organization of equipment, practices, rental of facilities and carpool activities. Program offers 4 programs in the fall and winter: cross country, coed volleyball, girls basketball and boys basketball. The school can field teams of 6 th , 7 th , and 8 th grade students, 2 teams per season typically. 18 other small middle school participate in the league.	\$2,000	\$7,124

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.

Live Oak has a multistep attendance tracking process including day to day monitoring and notification, as well as longer term tracking, truancy intervention and absence management process, including limited independent study that is requested in advance of scheduled absences.

Live Oak is a member of MSSL (Middle School Sports League). A cooperative of 18 other small middle school programs in Sonoma County. The League offers 6 sport season, Coed Cross Country, Coed Volleyball, Boys Basketball, Girls basketball, Track and Flag Football. Live Oak participates in the first four seasons but does not participate in the spring due to scheduling conflicts with other school activities. Live Oak has been able to rely on volunteer coaches in the past, but this year, the school found it necessary to advertise paid coaching positions to ensure we had staff available to field teams. Live Oak participated in Cross Country and Basktball, but did not have a sufficient number of volleyball players to field a team for league play.

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

The attendance rate rose slightly year over year. This could be attributable to increased engagement with parents on attendance issues, but could also be the result of changes in school enrollment. Just a couple families with chronic absenteeism profiles can change attendance rate significantly if the enroll or disenroll from the school

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

At the start of the year Live Oak was unable to secure volunteer coaches and resorted to providing paid contracts to secure appropriate coaches for league play. In addition, league fees, reimbursement for carpooling and other supply costs exceeded original estimates.

In years past, the LCAP did not include the totality of SIS costs expected, this will be corrected for 2019-2020

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.

Given financial restrictions for 2019-2020 it is anticipated that participation in the sports league may suffer. The school will seek alternative staffing to continue offering the program for the benefit of improved student engagement and connectedness to the school community. Attendance tracking will transition to a new SIS for 19/20

Stakeholder Engagement

The [instructions to this section](#) contain additional information and are followed by [guiding questions](#) that may be helpful in drafting this section.

LCAP Year: 2019-2020

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?

Live Oak has many stakeholders involved in the LCAP process. These Stakeholders include the students, families, staff and faculty and the Board of Directors, Foundation Board, as well as the broader community. Live Oak has solicited input on the budgeting process for 2019-2020 and on matters that deal directly with LCAP Goals from all of these groups.

Students: Starting in grades 6 and up, Live Oak conducts surveys of middle school students seeking input on issues of program design, elective opportunities, teacher performance, logistics, extracurricular activities, school climate, student wellbeing and academic satisfaction. These paper surveys were conducted in class. The student council (18 students each term) in both Fall and Spring conducted workshops on program assessment, brainstorming ideas for program improvements, and a lengthy exploration of changes to the middle school configuration. All of which informed the LCAP. The student survey included questions from the California Healthy Kids survey, which was used to compare/contrast student characterizations of school climate with similar questions administered to parents on the parent survey.

Parents and Families: Live Oak conducts an annual survey from January to February. This survey includes questions that provide longitudinal comparison year over year for parent satisfaction of the program. In addition, this survey includes questions from the Parent version of the Healthy Kids Survey. The data from these surveys is reviewed publicly over several board meetings subsequent to the close of the online survey. Frequent announcements are made, both electronic and physical to solicit parent involvement in the survey. Live Oak received over 148 responses, which is low relative to previous years. Live Oak also advertised broadly and hosted 2 LCAP workshops in April, one held in the morning and another in the evening (with childcare provided), to give parents and guardians an opportunity to participate in a full discussion of the LCAP and the school budget process. Input from these meetings was influential in the development of the LCAP specifically parent appreciation for the Academic Coaching Teams, SEEDS counseling and restorative resources. Some discussion focused on the enrichment program, with a variety of opinion offered as next steps in improving that program. After these meetings, several board meetings were held, again open to the public, where further matters associated with the LCAP were discussed.

Faculty and Staff: Faculty meetings are held weekly at Live Oak on Thursdays from 1:30 to 4:00. From an administrator's perspective this is a rare luxury to have common planning time with teacher to discuss significant program development. Faculty meetings are primarily consensus based, big initiatives, such as the inception of the Academic Coaching Team model, often get their start there. Given the value of having such a team of educational professionals present, and given the desire for programs to fully integrate with teacher needs and capacities, it makes a great deal of sense for these discussions to be given space at faculty meetings. During the development of the LCAP, teachers were consulted thoroughly on program elements, including proposed changes to programs due to significant cuts from reduced state funding. Faculty are also included in a survey reviewing the activities of administration and other issues of import to faculty. This survey is held by the board, but important information relevant to program development is shared with the director. Faculty are also present as non-voting representatives at every board meeting, and are encouraged to engage in conversations with the board and community participants on matters related to budget, program design and LCAP. Agenda items related to LCAP development discussed at faculty meetings occurred on January 8th, March 14th, April 25th and June 10th. In addition to faculty meetings, the leadership committee met weekly on Tuesdays to discuss matters of sensitive import to LCAP development and develop proposals to be considered by staff, board and the community. These conversations also were deeply information to LCAP development, particularly in setting priorities for constrained funding.

Board of Directors: The Board meets at least monthly, at times more frequently to address ongoing issues. In addition to board meetings, Executive Committee meetings and Finance committee meetings are also held monthly, thus there are 3 public meetings discussing matters of import to the school every month. The Finance committee meetings in particular discuss issues directly related to LCAP developments. Enrollment projections, funding fluctuations at the state, and costs are frequently discussed. Priorities and fiscal efficiencies are also matters discussed by the Finance Committee. The Board had the LCAP review on its agenda several times to discuss development and goals, including April 14, May 16 and June 6th.

The Foundation Board was also included in these conversations. In particular at the June 6th board meeting. The Foundation provides over \$200,000 in local revenue to the school and thus their contribution plays a key role in LCAP development as this funding supplements and leverages the supplemental funds from the state, to allow very robust programs to be employed.

Finally the broader community has a role in the development as well, particularly through the review of the charter and annual site visit by the authorizing district. This review and conversation is influential in development of priorities and areas that should be targeted the following year for improvement.

Impact on LCAP and Annual Update

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

Impacts by Stakeholder group:

Students: Students discussed the loop and class rotation design at length during both workshops with the fall and spring student council groups, as well as an informal discussion that occupied the majority of a circle class with 8th graders. The discussion analyzed the value of half sized math and English classes, MTSS supports, and the value of instructional assistants in the program. Curriculum efficacy, particularly the structure and instructor of the math program in the middle school received high marks by the students. The student council was also consulted in depth on issues of community health and well being, including concerns related to bullying and suicide. Given that the director of the school was also the student council advisor, students engaged in direct dialogue with school administration, given the administrator key insights into the program elements that the students valued most (half sized classes, improved playground options, improved collaboration between teachers and consistent grading and homework policies from teacher to teacher).

Parents and Families: Parents were strong advocates of continuing the Academic Coaching Team program which provides support for students at all levels of development and provides targeted support for disadvantaged students who can benefit from flexible homogenous groups in order to lower inhibitions and take more risks in their work and learning. Parents were also strong advocates of counseling and restorative practices. Parents were also instrumental in the discussion of middle school composition related to half sized ELA and Math courses, and the sharing of main lesson blocks through a rotation.

Faculty and Staff: Again, academic coaching teams were an important element of influence, particularly regarding design and staffing of the program. In addition, the various curricula targeting academic improvement in reading, writing and mathematics, were influenced by conversations with faculty, particular regarding identifying training opportunities and collaborating on implementation of best practices for ACT and Lucy Calkins workshops. Finally, the faculty engaged in a redesign of the bell schedule for 2019-2020 with potential impacts to the ACT model. Input from teachers assisted in minimizing downside impacts from a modified bell schedule.

Board of Directors: The board has long advocated, and continues to advocate for dollars to be spent where they will have the most benefit to students. The Board has also advocated strongly that barriers to disadvantaged youth must be removed, including the lack of a food service program, and the need for outreach and parent education to onboard new families and members of our community that are not currently aware of the programs Live Oak Offers. The board influenced directly the decisions regarding the provision of food services now a part of the 2019-2020 LCAP.

The Foundation: The foundation also influenced the LCAP, particularly in prioritizing programs that were at risk of loss due to state funding reductions.

The Community: Our authorizer's site review and re-charter process identified several areas of concern, both facilities and EL support. These contributions influenced program development and the design of the revised in the LCAP.

Goals, Actions, & Services 2019-2020

Strategic Planning Details and Accountability

Goal 1

Modified

All students will have access to foundational education services including quality in instruction, facilities equipment and materials

State and/or Local Priorities addressed by this goal:

1 Basic Services

2 Student Outcomes

Identified Need:

Clean and safe facilities are necessary for healthy development
Qualified and trained staff are essential to high quality classroom instruction and long-term development of student success.
Quality materials and equipment is necessary for instruction

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
CALPADS Reporting	100% of teachers holding adequate credentials and appropriately assigned	100% of teachers holding adequate credentials and appropriately assigned
Budget & APY Records	Purchase orders and Inventory Inspection demonstrates maintenance of effort to provide high quality and appropriate Instructional materials, supplies, and equipment that are aligned (as applicable) to Common Core and Waldorf Standards	Purchase orders and Inventory Inspection demonstrates maintenance of effort to provide high quality and appropriate Instructional materials, supplies, and equipment that are aligned (as applicable) to Common Core and Waldorf Standards

Inspection Log	Updated and active maintenance and safety log including site inspection documents demonstrate regular review of facility standards	Updated and active maintenance and safety log including site inspection documents demonstrate regular review of facility standards
Custodial Log	Daily cleanliness spot checks by School Administrators and/or Staff noted in log demonstrate regular cleaning and closure of open work orders	Daily cleanliness spot checks by School Administrators and/or Staff noted in log demonstrate regular cleaning and closure of open work orders
Budget & APY Records	Purchase orders demonstrate active efforts to maintain and improve facilities	Purchase orders demonstrate active efforts to maintain and improve facilities

Planned Actions / Services

Actions 1.1-1.6

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

Students to be Served:

Location(s):

All

Live Oak Charter

Actions/Services 2019-2020

Modified

- | | |
|------------|---|
| 1.1 | Conduct credential review as part of teacher hiring process, regular credential audit of employed teachers, provides notification to staff when credentials are near expiration |
| 1.2 | Executive Director works with admin staff and teachers to ensure adequate budget and admin for (1) textbooks and reference materials, (2) instructional materials, and (3) classroom equipment. SICS will continue to invest in computers and its instrument inventory. |
| 1.3 | General cleaning by custodial services and school community will maintain campus cleanliness |
| 1.4 | Monthly and annual facility inspections will screen for hazards; ongoing/daily reporting of hazards and maintenance needs to school administration as applicable |

1.5	Conduct Maintenance and Improvement to school facilities including envelope repair, flooring upgrades and improved mechanical
------------	---

Budgeted Expenditures 2019-2020

Activity	Budget (Object)	Budget Item	Amount	Source
1.1	1000	Certificated Teachers	\$781,528 (Pro-rata)	LCFF
	1300	Certificated Admin	\$110,000 (Pro-rata)	LCFF
	2400	Clerical and Office Salary	\$155,408 (Pro-rata)	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF
1.2	4000	Books and Supplies	\$104,908 (Partial)	LCFF, Lottery
1.3	2000	Classified Salary	\$12,000	LCFF
	3000	Benefits/Taxes	\$2,000	LCFF
	5800	Services-Janitorial	\$18,000	LCFF
1.4	1300	Certificated Admin	\$110,000	LCFF
	2000	Classified Salary	\$12,000	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF
1.5	4390	Materials and Supplies	\$8,500 (Partial)	LCFF
	5630, 5800	Service Contracts	\$12,000 (Partial)	LCFF

Goal 2

Modified

Improve Student Achievement in Reading, Writing, and Mathematics through UDL (2.1), Academic Coaching Teams (2.2) and Reduced Class Sizes (2.3) (Part of Live Oak MTSS)

State and/or Local Priorities addressed by this goal:

2	Academic Content & Standards
4	Student Achievement
7	Course Access
8	Student Outcomes

Identified Need:

Live Oak employs a delayed explicit instruction scope and sequence according to the child development model at the core of Live Oak's instructional approach. Explicit core subject instruction begins in 1st grade.

As such, Live Oak must employ its core academic program with high fidelity in grades 1-3 to accelerate reading, writing and mathematics 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	2019-20
CAASPP ELA Dashboard Data	CAASPP ELA 2019 Estimated Dashboard: All Students Mean DFS 31.4 Above Low Income Mean DFS 26.6 Below	CAASPP ELA 2020 Dashboard: All Students Mean DFS 31 Above Standard Low Income Mean DFS 15 Below Standard
CAASPP Math Dashboard Data	CAASPP Math Estimated Dashboard: All Students Mean DFS 5.4 Above Standard Low Income Mean DFS 78.8 Below Standard	CAASPP Math 2020 Dashboard: All Students Mean DFS 8 Above Standard Low Income Mean DFS 25 Below Standard

Reading Assessment Data	Using Fountas and Pinnell Assessment: >75% of Students Achieve by Year End 2 nd Grade: M 3 rd Grade: P	Using Fountas and Pinnell Assessment: >75% of Students Achieve by Year End 2 nd Grade: M 3 rd Grade: P
Writing Assessment Data	Using Lucy Calkins Rubrics: >75% of Students Achieve by Year End Grade Level Composite Score	Using Lucy Calkins Rubrics: >75% of Students Achieve by Year End Grade Level Composite Score

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.

Actions 2.1-2.3

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth and Low Income	Schoolwide	Live Oak Charter

Actions/Services

Modified	
2.1a	Provide training and support for Reading, Writing and Mathematics curriculum implementation focusing on: <ul style="list-style-type: none"> • A phonics based reading approach • A workshop model for both reading and writing • An integrated mathematics approach using common core aligned materials in grades 1 through 8.
2.1b	Provide Common Planning Time for staff for collaboration on curriculum development, assessments student monitoring, and exchange of best practices
2.2a	Provide and train a cadre of Instructional Assistants, coordinated by the Learning Support Coordinator and task the group to function as the Academic Coaching Team. The purpose of the team is to provide facilitation of small group in-class reading, writing, and/or math workshop sessions on a regular basis for elementary classrooms

2.2b	Provide common planning time for Academic Coaching Team Staff to meet with the Classroom Teacher and Instructional Assistant to coordinate lesson planning for ACT time each week.
2.3	Provide additional 1.0FTE Math instructor and structure the master schedule to provide ½ sized cohort classes for ELA and Math for middle school grades

Budgeted Expenditures 2019-2020

Activity	Budget (Object)	Budget Item	Amount	Source
2.1a	1000	Certificated Teachers' Salaries	\$781,528 (Pro-rata)	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF
	5200	Travel and Conferences	\$15,000 (Pro-rata)	LCFF
2.1b	1100	Certificated Teachers' Salaries	\$781,528 (Pro-rata)	LCFF
	2100	Non-Certificated Instructional Aides	\$241,144 (Pro Rata)	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF
2.2a	2100	Non-Certificated Instructional Aides	\$2,9415	LCFF, LCFF Supplemental
	3000	Employee Benefits	\$8,798	LCFF, LCFF Supplemental
2.2b	1100	Certificated Teachers' Salaries	\$781,528 (Partial, Pro-rata)	LCFF, LCFF Supplemental
	2100	Non-Certificated Instructional Aides	\$See 2.2a above	LCFF, LCFF Supplemental
	3000	Employee Benefits	\$See 2.2a above	LCFF, LCFF Supplemental
2.3	1100	Certificated Teachers	\$75,370	LCFF, LCFF Supplemental
	3000	Employee Benefits	\$28352	LCFF, LCFF Supplemental

Goal 3

Modified

Improve Student Achievement for Underperforming Students through RTI Program (Part of Live Oak MTSS)

State and/or Local Priorities addressed by this goal:

2 Academic Content & Standards

4 Student Achievement

5 Student Engagement

7 Course Access

8 Student Outcomes

Identified Need:

All students require support to reach their full potential. A Multi-Tiered System of Support (MTSS) ensures each student receives appropriate care of each student according to their needs. MTSS at Live Oak begins at Tier 1 with quality and accessible instruction using Universal Design for Learning (UDL) strategies in the general education classroom. Live Oak incorporates a Tier 2 intervention in the form of Academic Coaching Teams (Activity 2.2 above) which provides small group flexible homogenous group sessions to provide differentiated coaching and peer collaboration for academic core subjects. Tier 3 at Live Oak consists of direct intervention support provide by the Learning Support Coordinator of other assigned staff to provide targeted, individualized support for students struggling to meet standards. As a result of interactions throughout Tiers 1 through 3, a student who demonstrates continued slow or difficult skill acquisition may be referred for further assessment through Special Services.

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2019-20

CAASPP ELA Dashboard Data

CAASPP ELA 2019 Estimated Dashboard:

All Students Mean DFS 31.4 Above
Low Income Mean DFS 26.6 Below

CAASPP ELA 2020 Dashboard:

All Students Mean DFS 31 Above Standard
Low Income Mean DFS **15 Below Standard**

CAASPP Math Dashboard Data	CAASPP Math Estimated Dashboard: All Students Mean DFS 5.4 Above Standard Low Income Mean DFS 78.8 Below Standard	CAASPP Math 2020 Dashboard: All Students Mean DFS 8 Above Standard Low Income Mean DFS 25 Below Standard
Reading Assessment Data	Using Fountas and Pinnell Assessment: >75% of Students Achieve by Year End 2 nd Grade: M 3 rd Grade: P	Using Fountas and Pinnell Assessment: >75% of Students Achieve by Year End 2 nd Grade: M 3 rd Grade: P
Writing Assessment Data	Using Lucy Calkins Rubrics: >75% of Students Achieve by Year End Grade Level Composite Score	Using Lucy Calkins Rubrics: >75% of Students Achieve by Year End Grade Level Composite Score

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.

Actions 3.1

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth and Low Income	Schoolwide	Live Oak Charter

Actions/Services

Modified	
3.1	Provide Learning Support Coordinator to: <ul style="list-style-type: none"> • Manage caseload of referred students for Tier 3 Waldorf and CC Aligned • Provide mentoring and leadership for UDL strategies in the classroom • Lead Academic Coaching Teams • Provide support for SST Meetings

Budgeted Expenditures 2019-2020

Activity	Budget (Object)	Budget Item	Amount	Source
3.1	2900 3000	Other Non-Certificated Salaries Employee Benefits	\$51,823 \$25,641	LCFF, LCFF Supplemental LCFF, LCFF Supplemental

Goal 4

Modified

Improve Accessibility of School Programs and Services for Disadvantaged (Unduplicated) Students

State and/or Local Priorities addressed by this goal:

3 Parent Involvement

6 School Climate

7 Course Access

8 Student Outcomes

Identified Need:

Charter Schools and Authorizing Districts must work to eliminate obstacles for under-represented populations to enroll in top quality school programs. As such, Live Oak seeks to eliminate barriers to entry in the enrollment process as well as barriers to fully accessing and benefiting from school programs and services. Thus outreach to under-represented populations yet to enroll, provision of a food service program to provide for low income students, and provision of translation services for non-English speaking families is essential.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Enrollment Demographics	2019 Enrollment Unduplicated Students 16.5% of Enrollment (14.8% Low Income, 1.7% English Learner)	2020 Enrollment Increase unduplicated count by 10% Target Unduplicated 19% of Enrollment
Parent Survey	2019 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families	2020 Parent Survey 95% of respondents were satisfied with the educational program 90% of respondents would recommend the program to other families

	83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration	85% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration
Participation in Food Service Program	Number of Participants *N/A% of Low Income Students requesting food service having request fulfilled *(No food service offered)	Number of Participants 100% of Low Income Students requesting food service having request fulfilled

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.

Actions 4.1-4.3

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth and Low Income	Limited to Unduplicated Students	Live Oak Charter

Actions/Services

Modified	
4.1	Advertise the presence of Live Oak in the local community with emphasis on outreach to Low Income/non-English speaking communities <ul style="list-style-type: none"> • Enrollment information during open enrollment period • Outreach and special events to invite students
4.2	Provide Spanish translation services for essential school documents, translation of other documents as necessary, and translation for conversations and meetings as requested.
4.3	Provide staffing, equipment, supplies, and food for Food Service program less reimbursements from State and Federal food programs and from full payment customers

Budgeted Expenditures 2019-2020

Activity	Budget (Object)	Budget Item	Amount	Source
4.1	5825	Advertisement	\$2000	LCFF Supplemental
4.2	2100, 2900	Other Non-Certificated Salaries	\$1,000	LCFF Supplemental
	3000	Employee Benefits Employee Benefits	\$200	LCFF Supplemental
	4390	Materials and Supplies	\$500	LCFF Supplemental
4.3	2900	Other Non-Certificated Salaries	\$14,000	LCFF Supplemental
	3000	Employee Benefits Employee Benefits	\$4,000	LCFF Supplemental
	4000	Materials and Supplies	\$20,000	LCFF Supplemental

Goal 5

Modified

Provide social-emotional learning and support, restorative approaches to behavior and a school climate that nurtures the wellbeing and protects the learning potential of each Student (Part of Live Oak MTSS)

State and/or Local Priorities addressed by this goal:

1	Student Achievement
3	Parent Involvement
4	Student Achievement
5	Student Engagement
6	School Climate
8	Student Outcomes

Identified Need:

Social Emotional Learning is an essential aspect of child development. As such, students require guidance and training to initiate and improve positive social interactions. Such training includes promotion of self-regulation, conflict resolution, problem solving and readiness for learning skills. Live Oak uses restorative practices as part of the development of positive social interaction, and for maintenance of positive self-conception and resolution of conflicts and social mistakes. Finally, a positive School Climate is instrumental in sustaining the wellbeing of students, promoting safety and joy, and protects the learning potential of each student by decreasing impediments to learning presented by dis-regulated behaviors of self or others.

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2019-20

CAASPP ELA Dashboard Data

CAASPP ELA 2019 Estimated Dashboard:
All Students Mean DFS 31.4 Above

CAASPP ELA 2020 Dashboard:
All Students Mean DFS 31 Above Standard

	Low Income Mean DFS 26.6 Below	Low Income Mean DFS 15 Below Standard
CAASPP Math Dashboard Data	CAASPP Math Estimated Dashboard: All Students Mean DFS 5.4 Above Standard Low Income Mean DFS 78.8 Below Standard	CAASPP Math 2020 Dashboard: All Students Mean DFS 8 Above Standard Low Income Mean DFS 25 Below Standard
Student Attendance Data	Student Attendance Data Reported: 95.7% Attendance Rate CDE Dashboard 8.2% Chronically Absent	Student Attendance Data Reported: 95.7% Attendance Rate CDE Dashboard 8.2% Chronically Absent
Suspension Rate	Suspension Rate for 2019 1.8% Suspension rate	Suspension Rate for 2020 <1.5% Suspension rate
Student Survey	Student Survey 90% of Students report the school has a positive school climate	Student Survey > 95% of Students report the school has a positive school climate
Parent Survey	2019 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration	2020 Parent Survey 95% of respondents were satisfied with the educational program 90% of respondents would recommend the program to other families 85% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration

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.

Actions 5.1-5.3

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

Students to be Served:**Location(s):**

All

Live Oak Charter

Actions/Services

Modified

- | | |
|-------------|---|
| 5.1 | Provide Social Emotional Learning Instruction in grades k-8 using: <ul style="list-style-type: none"> • 2nd Step in Grades K-5 • Restorative Class Circles in Grades K-8 |
| 5.2 | Provide SEEDS Counseling for students |
| 5.3a | Provide Restorative Practices Staff Training and Facilitation for students and families |
| 5.3b | Provide Restorative Conversation and Resolution Conferences school wide for students, families and staff |
| 5.4 | Provide adequate supervision of recess and transition times |

Budgeted Expenditures 2019-2020

Activity	Budget (Object)	Budget Item	Amount	Source
5.1	1000	Certificated Teachers' Salaries	\$781,528 (Pro-rata)	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF
5.2	5800	Other Services	\$8,000	LCFF, LCFF Supplemental
5.3a	1000	Certificated Teachers	\$781,528 (Pro-rata)	LCFF, LCFF Supplemental
	1300	Certificated Admin	\$110,000 (Pro-rata)	LCFF, LCFF Supplemental
	2100	Non-Certificated Instructional Aides	\$241,144 (Pro-rata)	LCFF, LCFF Supplemental
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF, LCFF Supplemental
5.3b	1000	Certificated Teachers	\$781,528 (Pro-rata)	LCFF, LCFF Supplemental
	1300	Certificated Admin	\$110,000 (Pro-rata)	LCFF, LCFF Supplemental

Activity	Budget (Object)	Budget Item	Amount	Source
	2100 3000	Non-Certificated Instructional Aides Employee Benefits	\$241,144 (Partial, Pro-rata) \$661,834 (Partial, Pro-rata)	LCFF, LCFF Supplemental LCFF, LCFF Supplemental
5.4	2100 3000	Non-Certificated Instructional Aides Employee Benefits	\$241,144 (Partial, Pro-rata) \$661,834 (Partial, Pro-rata)	LCFF LCFF

Goal 6

Modified

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:

3 Parent Involvement

6 School Climate

8 Student Outcomes

Identified Need:

Research indicates that Parent Connection to School is a key indicator for student success. Parent involvement in schools yields many dividends to students and school communities. Increased parent engagement provides:

- Consistent communication between adult caregivers
- Development of Trust between stakeholders in the community
- Access to special skills and perspectives in the community
- Increased volunteerism in support of instruction, extra-curricular activities, and governance/fundraising for schools

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Parent Survey	2019 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families	2020 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families

83% of respondents felt supported by their teacher
 90% of respondents felt supported by the Administration

83% of respondents felt supported by their teacher
 90% of respondents felt supported by the Administration

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.

Actions 6.1-6.2

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

Students to be Served:

Location(s):

All

Live Oak Charter

Actions/Services

Modified

6.1a	Provide parent education nights and class parent meetings throughout the year including: <ul style="list-style-type: none"> • Parent meetings 4 times annually for each class
6.1b	Provide Childcare to facilitate parent attendance at class meetings and parent educational events
6.2	Provide parent-teacher conferences, SSTs and other special meetings to address parent needs
6.3	Provide Festivals and Special events that bring parents onto campus to interact with the community and view student work
6.4	Maintenance and Development of digital school information portals for volunteer coordination, survey and communication
6.5	Provide volunteer coordination for special tasks and projects

Budgeted Expenditures 2019-2020

Activity	Budget (Object)	Budget Item	Amount	Source
6.1a	1000	Certificated Teachers	\$781,528 (Pro-rata)	LCFF
	1300	Certificated Admin	\$110,000 (Pro-rata)	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF
6.1b	2900	Other Non-Certificated Salaries	\$2,000	LCFF, LCFF Supplemental
	4000	Employee Benefits	\$500	LCFF, LCFF Supplemental
6.2	1000	Certificated Teachers	\$781,528 (Pro-rata)	LCFF
	1300	Certificated Admin	\$110,000 (Pro-rata)	LCFF
	2100	Non-Certificated Instructional Aides	\$241,144 (Pro-rata)	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF
6.3	1000	Certificated Teachers	\$781,528 (Pro-rata)	LCFF
	1300	Certificated Admin	\$110,000 (Pro-rata)	LCFF
	2400	Clerical and Office Salaries	\$155,408 (Pro-rata)	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF
6.4	5300	Software Contracts Memberships	\$3000	LCFF
6.3	1300	Certificated Admin	\$110,000 (Pro-rata)	LCFF
	3000	Employee Benefits	\$661,834 (Partial, Pro-rata)	LCFF

Goal 7

Modified

Provide a broad course of study essential to Waldorf curriculum and a well-rounded education

State and/or Local Priorities addressed by this goal:

2 Academic Content and Standards

3 Parent Engagement

4 Student Achievement

5 Student Engagement

6 School Climate

7 Course Access

8 Student Outcomes

Identified Need:

Waldorf programs, and any well rounded educational program includes extensive instruction in the arts, music and movement. Such programs broaden a student's understanding of the world, encourages their exploration of the self and self expression, and often creates a binding connection to the school through activities that are preferred by some students over core academic pursuits. In addition, exposure to art, music and movement has real cognitive benefit that research shows benefits core academic learning.

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2019-20

CAASPP ELA Dashboard Data

CAASPP ELA 2019 Estimated Dashboard:

All Students Mean DFS 31.4 Above
Low Income Mean DFS 26.6 Below

CAASPP ELA 2020 Dashboard:

All Students Mean DFS 31 Above Standard
Low Income Mean DFS **15 Below Standard**

CAASPP Math Dashboard Data	CAASPP Math Estimated Dashboard: All Students Mean DFS 5.4 Above Standard Low Income Mean DFS 78.8 Below Standard	CAASPP Math 2020 Dashboard: All Students Mean DFS 8 Above Standard Low Income Mean DFS 25 Below Standard
Student Attendance Data	Student Attendance Data Reported: 95.7% Attendance Rate CDE Dashboard 8.2% Chronically Absent	Student Attendance Data Reported: 95.7% Attendance Rate CDE Dashboard 8.2% Chronically Absent
Parent Survey	2019 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration	2020 Parent Survey 93% of respondents were satisfied with the educational program 86% of respondents would recommend the program to other families 83% of respondents felt supported by their teacher 90% of respondents felt supported by the Administration
Student Survey	Student Survey 90% of Students report the school has a positive school climate	Student Survey >95% of Students report the school has a positive school climate

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.

Actions 7.1

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

Students to be Served:

Location(s):

All

Live Oak Charter

Actions/Services

Modified	
7.1	Provide music and art instruction in core classrooms grades K-8
7.2	Provide Specialized Waldorf articulated music, art and movement teachers and schedule coursework appropriate for each grade

Budgeted Expenditures 2019-2020

Activity	Budget (Object)	Budget Item	Amount	Source
7.1	5825	Advertisement	\$1000	LCFF
7.2	2900 4000	Other Non-Certificated Salaries Materials and Supplies	\$14,000 \$4,000	LCFF, Lottery

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 85,917

3.74

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.

Goal 4 addresses actions specifically implemented to serviced only unduplicated pupils. This goal is intended to improve access to programs and services at Live Oak for these students. The actions and associated costs are described below. The total cost for these services is approximately 41,700 which is 1.81% of total LCFF Funding

LCFF Supplemental Used Only for Unduplicated								
Goal	Goal Description		Activities	Budget	Budget Description	Amount		
4	Improved Access to School Programs	4.1	Outreach	5825	Advertisement	\$ 2,000.00		
		4.2	Translation	2000	Other Non-Certificated Salaries	\$ 1,000.00		
				3000	Employee Benefits	\$ 200.00		
				4390	Materials and Supplies	\$ 500.00		
		4.3	Food Service	2900	Other Non-Certificated Salaries	\$ 14,000.00		
				3000	Employee Benefits	\$ 4,000.00		
				4000	Materials and Supplies	\$ 20,000.00		
							Total	\$ 41,700.00
							Total LCFF Revenue	\$ 2,299,706.00
					Percentage Increased	1.81%		

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).

General: Multi-Tiered System of Supports

Students with identified learning disabilities often receive extra help through our special education programs, which include academic and counseling support. However, students from low-income families and/or other ethnic subgroup backgrounds may not always qualify for special education help, yet they are not achieving academically at the level of students from other subgroups in the school as demonstrated in our CA Dashboard analysis. Various studies show that students from these backgrounds especially benefit from extra academic support and social-emotional support.

The California Department of Education has identified implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. In particular, Live Oak Charter's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: <https://www.cde.ca.gov/ci/cr/ri/> for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach for unduplicated pupils and all students.)

"... MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.

California's ... educational system requires a multifaceted approach.... "one coherent system of education" (that) offers an opportunity to build the foundation for educational excellence. ... MTSS affords a full range of academic, behavioral, and social support for all students to achieve." Reference: CDE website: <https://www.cde.ca.gov/ci/cr/ri/>

These articles and policy briefs focus on the effectiveness and benefits of a MTSS:

[Research Brief: Multi-tier System of Support \(MTSS\)](#) (PDF)

A brief by Orla Higgins Averill and Claudia Rinaldi on MTSS.

[Kansas MTSS. The Integration of MTSS and RtI](#) (PDF)

The Kansas Multi-Tier System of Support.

[Florida's Multi-tiered System of Support](#)

An overview of Florida's MTSS implementation.

[Multi-Tier System of Support](#) .

An article in District Administration magazine.

Live Oak Charter's MTSS System consists of three components (Goals 2, 3 and 5)

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

Goal 2: Academic Coaching Teams, Reduced Class Size and Workshop Models

Academic Coaching Teams consist of 3 additional instructional aides that join the existing classroom teacher and classroom instructional aide to provide 5 trained adults for a session each day. These ACT sessions provide 45-50 minutes of small group coaching on specific skill development in reading, writing or math. With group sizes of 6-8 students, students receive more frequent feedback and differentiated instruction specific to the target skill the group is assigned. ACT also allow for more frequent formative assessment to monitor and guide both small group instruction as well as classwide instruction. Academic Coaching Teams meet weekly with the Main Classroom Teacher to report on development and collaborate on planning lessons for the week's sessions.

These services are principally directed to, and effective in meeting 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. This model ensures that unduplicated students have access to peer and teacher feedback in a small setting well designed to stimulate their academic capacity, where they are at, while engaging with peers developing similar skills which promotes student interaction and reduces inhibitions from academic engagement. In particular, flexible homogenous groups have been shown to promote academic risk taking when peers feel comfortable with their work group.

These services are the most effective use of supplemental funds as unduplicated students thrive best when allowed to remain in a comprehensive setting requiring more restrictive, exclusionary or higher tier interventions that remove students 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. This need is addressed in Goal 3

In addition, Goal 2 provides for reduced class sizes in grades 6-8, providing a 1.0 FTE math instructor simultaneously. This improvement reduces class sizes to ~16 students, allowing teachers to provide better differentiated instruction, targeted feedback, and responsive coaching; all qualities that benefit unduplicated students who often need more 1 on 1 interaction to assist their academic development.

Goal 3: RTI Support

Various studies have shown that when underachieving students receive more academic support, care, and intervention during various stages of their education, there will tend to be improved long-term student outcomes. In particular students in the low income and minority subgroups benefit from this program, because parents may not be able to provide the extra support after school. Extra academic support at all age levels is important for our unduplicated pupils and other sub groups. We are implementing a research-based program called Response to Intervention (RTI), which will be coordinated by our Learning Support Coordinator in collaboration with the school's Executive Director. This program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. This initiative broadly addresses State Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 8 (Pupil Outcomes). These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: <https://www.cde.ca.gov/ci/cr/ri/> for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach.)

Additional studies which detail this benefit include:

- Response to Intervention: Providing Reading Intervention to Low Income and Minority Students, by Emily Graves and Tess McConnell
- Education Funding and Low-Income Children: A Review of Current Research (study), by Kevin Carey
- Serving Low-Income Students: Applying Research and Intercultural Development Research Association's Quality Schools Action
- Framework (study) by Kristin Grayson, M.Ed.

Goal 5: RTI Support

The school employs Second Step for explicit SEL instruction, Restorative Practices for classroom circles, conflict resolution and behavioral intervention, and SEEDS counseling for acute social emotional support. These programs are designed to provide a network of support for students, both as proactive instruments to improve student climate and reduce negative social interactions, as well as responsive tools to address emotional and social needs as they arise in a manner designed to meet the needs of developing children. As unduplicated students often face obstacles to social inclusion including language barriers, economic insecurity and stress, cultural bias, and other negative socially isolating circumstances, a robust SEL program is an essential protective factor for these students. As such, Live Oak employs its SEL program, and the broader MTSS program as a means of insuring equity, justice and wellbeing of all students, but particularly students who are non-native speakers, economically insecure, or who live in families or home situations that present additional stressors.

Social, emotional, behavioral, and discipline related issues have been identified by both the parents and teachers as one of the top issues in the school which impede student success. This has been determined as one of the top priorities of the school. This initiative, while of benefit to all students, is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. This initiative broadly addresses almost six of the eight State Priorities (1,3,4,5,6, and 8) such as: enhancing the conditions of learning; increasing pupil achievement; advancing other pupil outcomes such as character development, service, and citizenship; increasing

pupil engagement and parental involvement; as well as enhancing the overall school climate. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils. (Please reference the CDE website: <https://www.cde.ca.gov/ci/cr/ri/> for a detailed explanation of MTSS, research literature, and other resources detailing the effectiveness and value of this approach.)

Research studies, as well as the broad array of state initiatives directed at improving school climate and supporting the emotional, social, and behavioral development of students, have shown that Social and Emotional Support programs are a significant factor in the overall success of all students and particularly low income and special education students. Studies supporting why low-income students benefit significantly from the support of social and emotional programs in schools include: *Teaching with Poverty in Mind* (book), by Eric Jensen; *The Role of Supportive School Environments in Promoting Academic Success* (study), by Eric Schaps, Ph.D.; *The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students* (study), by Emily Gallagher .

The findings that social and emotional support programs are of extremely high benefit to low-income students and an effective use of supplemental funds are very well supported. The California Department of Education recognizes the high level of importance of social and emotional learning and support and is participating in a multi-state collaborative in developing standards and researching best practices. Additionally, the very highly touted California "CORE" districts (<http://coredistricts.org/>) highlight the central role that Social-Emotional learning plays in their overall school quality improvement program touching on many of the 8 state priorities (<http://coredistricts.org/school-quality-improvement-system-waiver/>). In a recent report conducted by Policy Analysis for California Education (PACE) (<http://www.edpolicyinca.org/publications/using-sel-and-cc>) one of the summary and policy indications is:

“Policy makers, educators, and the broader public increasingly agree that students’ development of social-emotional skills is important for success in academic and life outcomes. Research provides evidence that schools can facilitate the development of these skills, both directly and through the implementation of policies and practices that improve a school’s culture and climate and promote positive relationships.”

In their paper last updated on March 29, 2016 (Social-Emotional & Culture-Climate Domain–Social-Emotional Skills), the CORE Districts state the following:

“Leaders of the CORE districts believe, based on compelling research and their own experience as educators, that social-emotional (SE) competencies like self-management and developing a positive/growth mindset are an important complement to academic preparation in helping our students succeed in college, career, and life. ... In a review of the mindsets and competencies that promote long-term learning, Professor Carol Dweck and her colleagues report that social-emotional competencies “can matter even more than cognitive factors for students’ academic performance. ... Indeed, there is a growing recognition in education, psychology, and economics of the importance of [social-emotional] factors in achievement both in school and in the labor market (Duckworth & Seligman, 2005; Dweck, 1999; Heckman, Stixrud, & Urzua, 2006; Steele, Spencer, & Aronson, 2002).

There has also been a recognition that these factors offer promising levers for raising the achievement of underprivileged children and, ultimately, closing achievement gaps based on race and income (Heckman et al., 2006). [This research] shows that educational interventions and initiatives that target these...factors can have transformative effects on students’ experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later.”

During 2018-2019, the whole faculty was trained on restorative discipline issues by Restorative Resources. The school is dedicated to continuing the restorative discipline system. We have a teacher dedicated as the restorative discipline coordinator. This initiative, while of benefit to all

students, is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. We also feel that it will continue to reduce the number of suspensions.

“Restorative Discipline is a whole-school relational approach to building a positive school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other.” (The Institute for Restorative Justice and Restorative Dialogue at the University of Texas at Austin, 2018)

<https://irjrd.org/restorative-discipline-in-schools/>

School restorative practices vary widely, but most such practices bring together those who were harmed and those who did the harm (along with adults representing the interests of the school community) for the purpose of mutual understanding, self-responsibility, community accountability, repairing of harm (including relationships) and reintegration of the person causing the harm back into the school community, as a substitute to harsh punishments, including suspensions (Lyubansky 2016).

LCFF Supplemental Used Schoolwide						
Goal	Goal Description		Activities	Budget	Budget Description	Amount
2	Improve Student Achievement in ELA/Math	2.2	Academic Coaching Teams	2100	Non-Certificated Instructional Aides	\$ 29,415.00
				3000	Employee Benefits	\$ 8,798.00
		2.3	1/2 Sized ELA/Math Classes in 6-8	1100	Certificated Teachers	\$ 103,722.00
3	MTSS	3.1	Learning Support Coordinator	2900	Other Non-Certificated Salaries	\$ 51,823.00
				3000	Employee Benefits	\$ 25,641.00
5	SEL	5.2	SEEDS Counseling	5800	Other Services	\$ 8,000.00
6	Parent Involvement	6.1b	Childcare Services	2900	Other Non-Certificated Salaries	\$ 2,000.00
				4000	Employee Benefits	\$ 500.00
					Total	\$ 229,899.00
					Total LCFF Revenue	\$ 2,299,706.00
					Percentage Increased	10.00%
Total % Services Increased/Improved						11.81%

In Summary, Services are targeted to be increased or improved for unduplicated students by 11.81%

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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

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.

Priority 1: Basic Services addresses the degree to which:

Underlying statute is not explicitly applicable to charter schools. Check charter petition's "goals and actions" section for alignment.

- 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:

Underlying statute is not explicitly applicable to charter schools. Check charter petition's "goals and actions" section for alignment.

- 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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by

the English Language Proficiency Assessments for California (ELPAC);

- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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:

Underlying statutes are not explicitly applicable to charter schools. Check charter petition's "goals and actions" section for alignment.

- A. A 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.

Underlying statutes are not explicitly applicable to charter schools. Check charter petition's "goals and actions" section for alignment.

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

Not applicable to charter schools.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

Not applicable to charter schools.

- 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.

If completing the Federal Addendum, ensure that the descriptions of the LCAP goals and actions *within the LCAP* address the following ESSA provisions, as applicable:

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
--------------	--------------------------

1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)
------------------	-------------------------------

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
--------------	--------------------------

1112(b)(11)	6 (as applicable)
-------------	-------------------

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
--------------	--------------------------

1112(b)(12)(A–B)	2, 4, 7 (as applicable)
------------------	-------------------------

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION STATE PRIORITY ALIGNMENT

2102(b)(2)(A) 1, 2, 4 (as applicable)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION STATE PRIORITY ALIGNMENT

3116(b)(3) 3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “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).

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?