

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 | Blue Oak Academy | | |
| Contact Name and Title | Dana Stinson | Email and Phone | dstinson@blueoakacademy.org (559)202-8372 |

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Blue Oak Academy’s mission is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. Our school is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world. Our approach includes the following elements: multi-age grouping, differentiation, project-based learning (or “PBL”), gifted education for all students, development of scholarly habits of mind, enriched curriculum, social and emotional learning, authentic assessment and mastery orientation, and collaboration in the whole school community. Academically, the Charter School will begin as a K-2 school but will eventually include a range of K-8 students, including high achievers in need of additional academic challenges, as well as learners not yet proficient with grade level standards, who need intervention strategies and support.

LCAP HIGHLIGHTS

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

Goal 1: Instructional staff will demonstrate excellence in curriculum and instruction and contribute their talents to improve student outcomes.

Goal 2: Teachers and administrators report position sustainability (work/life balance; able to consistently provide best effort) and satisfaction (motivated and supported to continuously improve).

Goal 3: A rich, meaningful, and nurturing environment will be provided, where students are continually challenged to perform to their best.

Goal 4: Parent engagement will be encouraged regularly throughout the year.

REVIEW OF PERFORMANCE

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

N/A- This school is not yet operational. Blue Oak Academy's first academic year will be 2017-18.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

N/A

GREATEST NEEDS

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

**PERFORMANCE
GAPS**

N/A

INCREASED OR IMPROVED SERVICES

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

There is no prior performance, or baseline, to refer to; please see the "LCAP highlights and Review of Performance" sections for our initial goals, which are consistent with our recently-approved charter.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,048,496

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$122,085

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

This LCAP describes the training staff receive to implement gifted education for all and project based learning, but does not describe the day to day expenditures in the classroom or the field trips that increase the effectiveness of gifted education and PBL. In addition, the General Fund Budget Expenditures for 2017/18 includes many more certificated and classified salaries, employee benefits, services and operating expenditures, and capital outlay. These expenditures are not fully included in the LCAP.

\$1,013,179

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: N/A New School Charter

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

| | |
|---------------|-----|
| Goal 1 | N/A |
|---------------|-----|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| | |
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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

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **2**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **3**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **4**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **5**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **6**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Goal 1

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.

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

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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Goal 2

N/A

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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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

Actions/Services

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|---------|
| PLANNED |
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|--------|
| ACTUAL |
|--------|

Expenditures

| |
|----------|
| BUDGETED |
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| ESTIMATED ACTUAL |
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Action **2**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL x |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **3**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **4**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **5**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **6**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Goal 2

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.

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

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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Goal 3

N/A

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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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

Actions/Services

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|---------|
| PLANNED |
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| ACTUAL |
|--------|

Expenditures

| |
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| BUDGETED |
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|------------------|
| ESTIMATED ACTUAL |
|------------------|

Action **2**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **3**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **4**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Goal 3

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.

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.

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

Goal 4

N/A

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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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

Actions/Services

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|---------|
| PLANNED |
|---------|

| |
|--------|
| ACTUAL |
|--------|

Expenditures

| |
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| BUDGETED |
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| ESTIMATED ACTUAL |
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Action **2**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **3**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **4**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **5**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **6**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **7**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **8**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **9**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action **10**

| | | |
|------------------|----------|------------------|
| Actions/Services | PLANNED | ACTUAL |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |

Action

11

Actions/Services

PLANNED

ACTUAL

Expenditures

BUDGETED

ESTIMATED ACTUAL

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.

Goal 4

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.

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.

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

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

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?

Due to the fact that Blue Oak Academy (BOA) is a new charter school that has not yet served students, we based our initial LCAP goals on the input from our diverse founding team, and from the data from the other charter school within our network, Sycamore Valley Academy (SVA), whose model we are replicating. Both BOA and SVA understand that the intent of the Local Control Accountability Plan (LCAP) stakeholder engagement process is to draw upon the insight of multiple perspectives of school stakeholders to effectively identify areas to improve. This practice of engaging stakeholders and soliciting their input will be a regular and ingrained part of our school culture. Being a young institution means that we are fueled by the passion of our founding, ambitious in our pursuit of our mission/vision, and eager to build effective and sustainable systems for the long-term. In short, we are action-orientated, and eager to learn from our community how we may best serve their needs.

Like SVA, we will be a school where stakeholders feel free to share input and help shape our program; this is evident by the fact that we are an autonomous charter school. Due to the structure of an autonomous charter school, the members of our school community can access/speak directly to decision-makers; there are no buffering layers between a parent and the school leadership. In addition, there is the added interest in listening to stakeholders that is built into the structure of being a school of choice. Since our continued enrollment and student retention hinges largely on parent/student satisfaction, staff is especially interested in what parents and students have to say about our school.

As we replicate SVA's model, we hope to transfer the other, structural advantages of SVA that produce a high level of continuous stakeholder engagement. For example, SVA has an active Parent Teacher Organization, a culture of parent participation, a staff who are empowered to suggest and implement change, school leaders who constantly evaluate and build strong systems, and a Board of Directors who support the school's efforts toward excellence. Both SVA and BOA are governed by the same Board of Directors, and at their regular meetings, we have regular "Community Reports" so that the perspectives of our Superintendent, Principals, our Operations Director, and a Teacher Representative are shared with the Board of Directors on a regular basis, though these voices do not have voting membership on the Board (to avoid conflicts of interest. The Board includes no fewer than four and no more than eight members of the charter school community, including parents, and by the start of Blue Oak Academy's third academic year, the Board of Directors will include a minimum of two Directors who come from the Blue Oak Academy community. In addition, at least one Director on the Board will be a member of the community at large who is not a parent/guardian of attending pupils and the authorizer (Tulare County Office of Education) is entitled to one Director seat, pursuant to Ed Code Section 47604(b). These structures ensure that multiple perspectives are always considered in school decisions.

In addition to the ongoing collaborative, input-seeking culture, Sycamore Valley Academy has made efforts to engage stakeholders to solicit their input on how SVA is doing in relation to LCAP goals that were previously set, as well how they were doing in relation to the state's eight priorities in general, to develop their fourth Local Control Accountability Plan. They educated their community about the requirements of the LCAP with a letter explaining the purpose of the LCAP, and an invitation to participate in the development through an online LCAP Input Survey. This survey was open for three months (January, February, and March), and gave parents, teachers, board members, community members at large, and staff members a chance to answer how they believed SVA could improve in relation to each of the state's eight priorities, which were defined. Administrative staff attended monthly PTO meetings while the survey was open and encouraged parents to share their input both at these meetings and via the online survey. The survey was open for multiple months and responses were collected and compared with administrative leadership meetings and Board discussion at two board meetings. SVA also took qualitative measures, where students were interviewed with standard questions. Every grade level was represented in the interviews as well as each significant sub-population including: English Learners, students who qualify for free and reduced lunch, students on a 504 plan, students on an IEP, students identified as gifted, students who have been at SVA for years, and students new to SVA. These interviews and qualitative data they provided were presented to the board at the December board meeting.

When input was evaluated from what was received through the online LCAP survey, staff meetings, parent meetings, interviews and Board discussion, the SVA team looked for two things. First, they looked for trends: any suggestion coming from varied voices, or where stakeholders corroborated one another or expressed similar ideas. Next, they looked for areas where our goals could impact our most vulnerable pupils: our English learners, our students who qualify for free or reduced lunches, and foster youth or homeless students. BOA will use this approach for soliciting feedback to direct the refinement of our goals and our services as well.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of reviewing our initial charter, as well as considering what was learned through Sycamore Valley Academy's LCAP development process, which engaged stakeholders by means of the online survey, staff meetings, parent meetings, interviews and Board discussion in the development of the LCAP, we have decided to establish an initial focus for Blue Oak Academy in the priority areas of:

- Excellence in curriculum and instruction,
- Position sustainability for teachers and administration,
- A rich, meaningful, nurturing, and challenging environment and school culture, and
- Parental engagement.

In addition, our goals are aligned with the mission/vision of BOA, and the founders'/stakeholders' interest in the instructional model of the schools within The Academies CMO being fully realized: providing gifted education to all students, having an emphasis on Project Based Learning and accompanying field trips, and expanding services offered to students so they take a proactive role when it comes to students' social/emotional health.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Instructional staff will demonstrate excellence in curriculum and instruction and contribute their talents to improve student outcomes.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Differentiated instruction

Identified Need

Besides the Board of Directors, Blue Oak Academy's founding team, and teachers, parents, and students from Sycamore Valley and have all contributed input and perspectives that have informed this goal and its expected outcomes. There is a desire to provide a high quality education based on our charter, while maintaining a collaborative, noncompetitive culture. While we resist a single measure to define school quality, like external state tests, we are also glad to respond to what measurements tell us. Through our continual reflection on multiple and varied sources of data via our Whole School Report Card, the CAASPP, and the ongoing formative assessment in classrooms, we are compelled to pursue excellence and look for ways to improve student outcomes.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|------------|---|---------|---------|
| <p>1. Instructional staff will be provided support to meet common core standards and support to meet those standards while teaching varied subjects through Project Based Learning.</p> | <p>N/A</p> | <p>100% of our classroom teachers will be provided support to meet common core standards and support to meet those standards while teaching varied subjects through Project Based Learning.</p> | | |
| <p>2. Teachers will utilize assessment data from multiple sources as defined in the charter (projects, portfolios, presentations) as well as Reading Level Assessments, NWEA MAP and CAASPP (computer-adaptive testing) to differentiate instruction.</p> | <p>N/A</p> | <p>100% of classroom teachers will use assessment data from multiple sources as defined in the charter (projects, portfolios, presentations) as well as Reading Level Assessments, and teacher expertise and observations to differentiate instruction.</p> | | |
| <p>3. Teachers are credentialed, and not on a PIP or STP.</p> | <p>N/A</p> | <p>80%</p> | | |

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|--|-----|-----|--|--|
| 4. All students will be able to access the curriculum. | N/A | 98% | | |
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 1a) Staff will have access to an Instructional Coach who will assist with planning | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|
| Amount 21,026.50 | Amount | Amount |

Source

LCFF S/C

Source

Source

Budget Reference

1100

Budget
Reference

Budget
Reference

Action **2**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1b) To the extent possible, Teachers will have common prep periods with grade-level teams.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 2,177

Amount

Amount

Source LCFF S/C

Source

Source

Budget Reference

1300

Budget
Reference

Budget
Reference

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 1c) Teachers will have access to resources related to the Common Core State Standards in The Academies Charter Management Organization (TACMO) Resource Bank. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|
| Amount: 470.87 | Amount: | Amount: |
| Source: LCFF S/C | Source: | Source: |

Budget Reference

2400

Budget
Reference

Budget
Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 2a) A professional development calendar will be developed to provide time for data analysis. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------|---------|---------|
| Amount: 1,045 | Amount: | Amount: |
| Source: LCFF S/C | Source: | Source: |
| Budget Reference: 1300 | Budget: | Budget: |



Reference



Reference



Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 2b) Time will be set aside on a consistent basis for grade level collaboration to create and review projects, portfolios, and presentations. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-------------------|---------|---------|
| Amount: 16,035.40 | Amount: | Amount: |
| Source: LCFF S/C | Source: | Source: |

Budget Reference

1100

Budget
Reference

Budget
Reference

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 3a) Staff will have access to an ELA intervention teacher to assist with instructional planning and working with students whose needs may not be being met through the teacher's actions alone. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|
| Amount 16,491.50 | Amount | Amount |
| Source LCFF Base | Source | Source |

Budget Reference

| |
|------|
| 1150 |
| 2103 |

Budget Reference

| |
|--|
| |
|--|

Budget Reference

| |
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| |
|--|

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 3b) Staff will have access to special education staff to assist with instructional planning, behavior modification, and working with students whose needs may not be being met through the teacher’s actions alone. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-------------------------|---------|---------|
| Amount 21,815 16,524 | Amount | Amount |

| | | | | | |
|------------------|--------------|------------------|--|------------------|--|
| Source | LCFF Base | Source | | Source | |
| Budget Reference | 1150 2103 | Budget Reference | | Budget Reference | |

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 4a) All incoming staff will be trained in gifted education by the California Association of the Gifted. | | |

BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|--------|-------------------|---------|---------|
| Amount | 1,155 1,729.38 | Amount | Amount |
| Source | LCFF Base | Source | Source |

Budget Reference

| |
|------|
| 5863 |
| 5220 |

Budget Reference

| |
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| |
|--|

Budget Reference

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| |
|--|

Action **9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 4b) All incoming staff will be trained in Project Based Learning. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------|---------|---------|
| Amount: 1,425 | Amount: | Amount: |
| Source: LCFF S/C | Source: | Source: |
| Budget Reference: 5863 | Budget: | Budget: |



Reference



Reference



New Modified Unchanged

Goal 2

Teachers and administrators report position sustainability (work/life balance; able to consistently provide best effort) and satisfaction (motivated and supported to continuously improve).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

One of the consistent messages of stakeholder engagement in SVA’s strategic planning process this year was the sentiment that their teaching and administrative staff feel overworked. We recognize and predict that this feeling will be similar at BOA, especially since this will be our founding year. Resources and staff are lean as a charter school and can generate a feeling of "wearing too many hats" and that our unique instructional model (providing Gifted Education for All and Project-Based Learning, the multi-age classroom, the student portfolios, etc.) makes for a more challenging teaching position. However, our newly hired staff is committed to the model we are perfecting here and we believe it is best for kids. Because of our commitment to our vision, we will be honest as a staff, strategic planning steering committee, and Board, noting that work must be done to improve the sustainability of key positions and the satisfaction of them as well. If we want to be here for the long term, we must develop systems of support, plans for succession, and organizational adjustments to make that possible.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|---------|
| 1. Annual calendars will be developed for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent). | N/A | 50% | | |
| 2. Develop and implement a work/life balance checklist at the beginning of the year and have check-ins a minimum of three times a year. | N/A | 33% | | |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input checked="" type="checkbox"/> Specific Schools: <u>Blue Oak Academy</u> | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 1a. Develop annual calendars for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent) to help them prepare for and manage their time more effectively since their work varies widely during different months of the academic calendar. | | |

BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------------------|---------|---------|
| Amount | 221 1,175 480 188 | | |
| Source | LCFF Base | | |
| Budget Reference | 1100 1300 2400 2930 | | |

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 2a. Develop and implement a work/life balance checklist for inclusion in pre-service training with all staff, provide suggestions for work/life balance and reminders of wellness resources available through our benefits package, and integrate check-ins within performance evaluation conferences to ensure employees feel leadership cares about this issue. Encourage staff to be proactive about wellness, help them see the connection of their work to the mission/vision, and encourage them to stick to their work/life balance goals. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------|-------------------|-------------------|
| Amount: 1,305 | Amount: | Amount: |
| Source: LCFF S/C | Source: | Source: |
| Budget Reference: 1300 | Budget Reference: | Budget Reference: |

Action **3**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

2b. Adapt administrative team/ redesign the organizational chart to support organizational growth and improvement, as well as thought leadership and advocacy for reform.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 610

Amount

Amount

Source LCFF S/C

Source

Source

Budget Reference 1300

Budget Reference

Budget Reference

New Modified Unchanged

Goal 3

Establish a positive school culture, trusting and kind relationships, and a nurturing environment for students, families and staff of Blue Oak Academy where students are continually challenged to be their best.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---|---------|---------|
| 1. Attendance | N/A | Classroom attendance awards will be given in seven months, and three individual awards will be given at the conclusion of each trimester. | | |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|---|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input checked="" type="checkbox"/> Specific Schools: <u>Blue Oak Academy</u> | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 1a) Monthly classroom awards will be given to the class with the top attendance rate. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------|---------|---------|
| Amount 435 | Amount | Amount |

| | | | | | |
|------------------|----------|------------------|--|------------------|--|
| Source | LCFF S/C | Source | | Source | |
| Budget Reference | 1300 | Budget Reference | | Budget Reference | |

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 1b) Individual attendance awards will be given every trimester. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------|---------|---------|
| Amount: 435 | Amount: | Amount: |
| Source: LCFF S/C | Source: | Source: |
| Budget Reference: 1300 | Budget: | Budget: |



Reference



Reference



Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 1c) Incentives for teachers with the classroom with the highest attendance rate. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------|---------|---------|
| Amount: 435 | Amount: | Amount: |
| Source: LCFF S/C | Source: | Source: |
| Budget Reference: 1300 | Budget: | Budget: |

New Modified Unchanged

Goal 4

Parent engagement will be encouraged regularly throughout the year.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Parental involvement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---|---------|---------|
| 1. Parental input in making decisions for the school district. | N/A | Each PTO/parent meeting will have 100% administrative representation. | | |
| 2. Parental participation in programs for unduplicated pupils and students with exceptional needs. | N/A | 53% of teachers will have parental participation in the classroom. | | |

[PLANNED ACTIONS / SERVICES](#)

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

Action **1**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

[ACTIONS/SERVICES](#)

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 1a. Regular parent meetings will be initiated and scheduled to help the parents begin the PTO organization. Administration will be involved in every meeting and will connect Blue Oak's parents with the PTO leadership from Sycamore Valley to guide them through the replication process of creating a PTO. | | |

[BUDGETED EXPENDITURES](#)

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

| | | | | | |
|------------------|----------|------------------|--|------------------|--|
| Amount | 871.11 | Amount | | Amount | |
| Source | LCFF S/C | Source | | Source | |
| Budget Reference | 1300 | Budget Reference | | Budget Reference | |

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 2a. Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects. | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|----------|------------------|--|------------------|--|
| Amount | 8,017.70 | Amount | | Amount | |
| Source | LCFF S/C | Source | | Source | |
| Budget Reference | 1100 | Budget Reference | | Budget Reference | |

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Blue Oak Academy Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 2b. Teachers will keep a log of parents/supporters who wish to volunteer that will include how supporters are able to assist. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-----------------|---------|---------|
| Amount 8,017.70 | Amount | Amount |
| Source LCFF S/C | Source | Source |

Budget Reference

1100

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 74,322

Percentage to Increase or Improve Services:

7.78 %

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

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

Using the calculation tool provided by the state, Blue Oak Academy has calculated that it will receive \$74,322 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 7.78%. Direct services to our unduplicated pupils include providing an instructional coach, reading intervention support, and specific professional development of research-based, best practices for students who are second language learners, living in poverty, and/or experiencing stressful living situations such as homelessness.

We will achieve our mission and vision, which centers on providing students an enriched curricular and instructional experience. We believe this assists our students' academic learning to accelerate their learning. We believe our instructional design is developmentally appropriate, complimenting children's natural propensity to learn, and removing ill-fitting and arbitrary structures that are all too common in schools, but that actually encumber and inhibit student growth, such as providing a narrow curriculum of only English and math, or a refusal to differentiate. Our schools' motto reflects a recognition of our staff's responsibility to provide an enriching environment so that academics can accelerate.

