

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Blue Oak Academy

Contact Name and Title

Dana Stinson

Principal

Email and Phone

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2017-20 Plan Summary

The Story

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 VISION: The Academies' charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities. 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 has begun as a K-2 school, will be a K-3 school for the 2018-19 year and will eventually include a range of K-8 students. Our diverse population will include 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.

Greatest Progress

This is the first year for Blue Oak Academy, therefore, only baseline data was gathered. There is no data to report on our greatest progress yet.

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

Greatest Needs

This is the first year for Blue Oak Academy, therefore, only baseline data was gathered. There is no data to report on our greatest needs yet.

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

This is the first year for Blue Oak Academy, therefore, only baseline data was gathered. There is no data to report on our performance gaps yet.

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

Increased or Improved Services

BOA's has chosen to invest in extra psychologist's time due to the behaviors exhibited by students who are our socioeconomically disadvantaged students. We will also invest in staff, resources, and professional development to specifically target the needs of our English Learners and Students who are socioeconomically disadvantaged. At this time, we do not have any foster youth.

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	\$1,840,274
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$169,338

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.

The majority of our budget dollars are not included in this document, only the ones that specifically relate to these LCAP goals and actions/services. Other budget dollars are distributed among salaries, benefits, facilities, books, supplies, services, and capital expenses.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,484,407

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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 Priorities: 1, 2

Local Priorities: Differentiated Instruction

Annual Measurable Outcomes

Expected

1.1. 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.

Actual

All of our classroom teachers received training this year in Cognitive Guided Math instruction, Project Based Learning planning days, and a specific focus on best instructional practices to help students learn the Common Core State Standards.

Expected

1.2. 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.

1.3. Teachers are credentialed, and not on a PIP or STP.

1.4. All students will be able to access the curriculum.

Actual

Assessment data from multiple sources was used to drive instruction and adapt strategies to differentiate based on individual students' needs (i.e. Classroom placement, best practices, parent communication and partnership). Due to the ages of our students (K-2), we do not have CAASP assessment scores yet.

None of our teachers had a PIP or STP. One completed her preliminary credential. One other teacher was an intern

Due to our approach to provide 100% of students with gifted strategies, Project-Based Learning and California Association of the Gifted Depth and Complexity Icons, as well as Nancy Fetzer's Literacy Strategies, all students are provided with scaffolds needed to access the curriculum.

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

1.1a) Staff will have access to an Instructional Coach who will assist with planning

An instructional coach was present daily for teachers to access. She regularly met with teachers for coaching sessions, led professional development, and modeled instruction in classrooms.

\$21,026.50
Portion of Instructional Coach Salary
1100 Certificated Salaries - LCFF S/C

\$21,026.50
Portion of Instructional Coach Salary
1100 Certificated Salaries - LCFF S & C

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.1b) To the extent possible, Teachers will have common prep periods with grade-level teams.

We sought to have common prep periods for all grade level teams, however, it was too difficult to fit in based on the scheduling needs of our specialists. The actual amount spent is merely for the planning time of the principal and instructional coach actively working to find a way to create common times for at least two of the three first/ second grade teachers. The final budget piece needed was the time for the instructional assistant to format and publish the schedules accessible for all.

\$2,177
1300 Certificated Salaries-LCFF S/C

\$1000
1300 Certificated Salaries-LCFF S/C
\$1000
1100 Teacher Salaries LCFF S/C
\$177
2400 Classified Clerical LCFF S/C

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.1c) Teachers will have access to resources related to the Common Core State Standards in The Academies Charter Management Organization (TACMO) Resource Bank.

We have actively worked to train all staff to find our commonly shared documents in Google Drive (TACMO: The Academies Charter Management Organization). The teachers have their own specific folder with documents related to instruction, curriculum and other duties.

\$470.87
2400 Classified Clerical
LCFF S/C

\$470.87
2400 Classified Clerical
LCFF S/C

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.2a) A professional development calendar will be developed to provide time for data analysis.

We focused on data analysis for our professional development days on January 22, 2018 and March 12, 2018.

1,045
1300 Certificated Salaries
LCFF S/C

1,045
1300 Certificated Salaries
LCFF S/C

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.2b) Time will be set aside on a consistent basis for grade level collaboration to create and review projects, portfolios, and presentations.

Teachers met regularly (at least bi-monthly) as well as two full days set aside to focus on projects, portfolios and presentations.

\$16035.40
1100 Teacher Salaries
LCFF S/C

\$16035.40
1100 Teacher Salaries
LCFF S/C

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.3a) 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.

There was an ELA intervention teacher who assisted by pulling identified students into small group instruction. She also helped assist the Kinder teachers who provided extra small group reading instruction after school. She also provided coaching and resources to all of the teachers to help teachers provide more intervention within the classroom.

\$16491.50
1150 Intervention Teacher
LCFF Base

\$16491.50
1150 Intervention Teacher
LCFF Base

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.3b) 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.

One of the instructional aides was specifically hired to be the special education aide. She assisted the Resource Specialist Teacher with the IEP's, SSTs and informal supports for students.

\$21,815
1150 Intervention Teacher
\$16524
2103 Classified-SPED

\$21815
1150 Intervention Teacher
\$16524
2103 Classified-SPED

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.4a) All incoming staff will be trained in gifted education by the California Association of the Gifted. (CAG)

All new hires attended the CAG conference. All other teachers who transferred from Sycamore Valley had already had the training.

\$1,155
5863 Professional Development
LCFF Base
\$1,729.38
5220 Travel and Lodging
LCFF Base

\$1,155
5863 Professional Development
LCFF Base
\$1,729.38
5220 Travel and Lodging
LCFF Base

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.4b) All incoming staff will be trained in Project Based Learning

All new hires attended the CAG conference. All other teachers who transferred from Sycamore Valley had already had the training

\$1,425
5863 Professional Development
LCFF

\$1,425
5863 Professional Development
LCFF

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.

Regarding the implementation of the Actions/Services has been done at various points in the year (beginning, middle, and end) to assist with the success of the articulated goal.

Actions 1a-c relate to the supports put in place to directly impact teacher instruction through the planning helps from a coach, common planning times and resources accessible. This provides our staff with necessary resources to ensure implementation of Common Core with differentiation.

Actions 2a-b relate to the teacher professional development and planning days with specific focus on data analysis and subsequent changes in instruction. As we continue to support the growth and development of CCSS resources, this teacher support helps us progress towards Goal #1.

Actions 3a-b relate to the personnel needed to help us differentiate instruction for our students in the areas of ELA and Special Education. As we prioritize staffing, we seek to focus on the critical levers to provide the best supports matching our students' needs.

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

Due to this being our initial LCAP, baseline measurements are being established.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lower than estimated cost of administration regarding the planning of common prep periods on action 1b. This became a team effort also involving the instructional coach and office assistant which was unplanned in the beginning.

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.

The only difference made was referred to in the “actual actions/services” section: 1b. We needed to involve the instructional coach and office assistant in scheduling for common prep periods. We plan to modify some of these specific actions for the following year to target our students’ specific needs that became evident in our first year of opening.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected

2.1. Annual calendars will be developed for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent).

2.2. 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.

Actual

Calendars were created for Administrative Assistant, Operations Director, Vice Principal, Principal and Superintendent. They were not created yet for Office Assistant, Instructional Coach and Custodian.

A checklist was given to all staff at the beginning of the year. Though the checklist was not discussed specifically at a check-in three times a year, it was brought up informally at multiple staff meetings.

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

2.1a. 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.

Actual Actions/Services

Our first target was to reach this at a 50% rate. We achieved 70%. Calendars were developed for the Superintendent, Principal, Vice Principal, Operations Director, and Administrative Assistant. We also added the Human Resources as well.

Budgeted Expenditures

\$221
1100 teacher salary
LCFF Base
\$1,175
1300 admin salary
\$480
2400 classified clerical
LCFF Base
\$188
2930 maintenance/grounds
LCFF Base

Estimated Actual Expenditures

\$1175
1300 admin salary
\$480
2400 classified clerical

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.2a. 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.

A checklist was created and presented during preservice. Each staff member filled one out at the beginning of the year. The check-ins occurred informally during staff meetings and evaluative conversations. The checklists were not specifically revisited throughout the year in a formal process.

\$1305
1300 admin salary
LCFF S/C

\$1305
1300 admin salary
LCFF S/C

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.2b. Adapt administrative team/ redesign the organizational chart to support organizational growth and improvement, as well as thought leadership and advocacy for reform.

Our organization's chart was redesigned to account for our new school opening within the academies. The organizational chart has been designed, redesigned, and redesigned again to support organizational growth and communication during that growth.

\$610
1300 admin salary
LCFF S/C

\$610
1300 admin salary
LCFF S/C

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.

Actions 2.1a relates to the organization of tasks throughout the school year calendar. The intent was to help maximize awareness and prioritization of tasks to help maximize job satisfaction for work sustainability.

Actions 2a-b specifically relates to a balanced work/ life with clarity of job tasks. If staff feel refreshed and empowered, this has an impact on their relationships with students, and ultimately student learning.

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

As we are in our first year of opening, baseline measurements will be set up based on results of this year's LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lower cost of staff salaries on the calendar creation because we did not involve those staff members yet at this point.

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.

We decided that it was not wise to create those calendars yet while we are still figuring out our students and specific campus' needs. Also, we felt that the multiple informal conversations regarding finding work/life balance was more effective at this point rather than three formal evaluation check-ins time.

Goal 3

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 Priorities: 4, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected

3.1 Attendance

Actual

Due to baseline data, we did not know how to measure successful attendance. For our initial year, our average attendance rate for the year was 94.87. Trimester perfect attendance and yearly perfect attendance awards were given out.

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

3.1a) Monthly classroom awards will be given to the class with the top attendance rate.

Due to our initial start-up year, this was not discussed with our staff prior to opening. They were opposed to the idea of competing for attendance rates.

\$435
1300 admin salary
LCFF S/C

\$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.1b) Individual attendance awards will be given every trimester.

This was done for each trimester as well as yearlong perfect attendance.

\$435
1300 admin salary
LCFF S/C

\$217
1300 admin salary
LCFF S/C
\$68
2400 clerical salary
LCFF S/C
\$15
4330 office supplies
LCFF S/C

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.1c) Incentives for teachers with the classroom with the highest attendance rate.

Due to our initial start-up year, this was not discussed with our staff prior to opening. They were opposed to the idea of competing for attendance rates.

\$4345
1300 admin salary
LCFF S/C

\$0

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.

Actions 1a-c are all related to reward and incentivizing students' attendance for the students and staff. This year was primarily about setting a baseline of attendance. For our K-2 students, the average was 94.87. Our best month was the first month of school with 96.94. The worst attended month was February 91.93 during the winter cold season.

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

Due to the absence of baseline data, we cannot give a quantifiable increase or decrease in attendance, however, subjectively, we do not feel that the attendance reward/ certificate necessarily had a direct impact on students' attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lower than estimated costs since we chose to not have the classrooms compete at this point in time.
Higher rates for action 1b because the office assistant spent the time purchasing the paper, running the report, creating the certificates, printing and sorting them.

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.

As mentioned earlier, this goal was designed before this school was in operation. This new group of teachers were very opposed to having class competitions for a class and individual teacher award. We began conversations about how we can work on improving attendance next year with different ideas.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

4.1 Parental input in making decisions for the school district as represented by 100% administrative representation.

4.2 Parental participation in programs for unduplicated pupils and students with exceptional needs as evidenced by 53% of teachers having parental participation in the classroom.

Actual

Administration was present at 100% of PTO/ parent meetings and events.

We had a tremendous representation of parent support. We had at least 45 parents who were here on a regularly basis; some bi-monthly and many were weekly. Each teacher had about 10 committed parent volunteers.

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

4.1a. 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.

Actual Actions/Services

Teachers provided weekly newsletters, Remind app messages, as well as our Academies’ News and Notes. Administration would also post significant parent messages on Facebook. All of these were the main forms of communication for families besides attendance at the PTO meetings.

Budgeted Expenditures

\$871.11
1300 admin salary
LCFF S/C

Estimated Actual Expenditures

\$871.11
1300 admin salary
LCFF S/C

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4.2a. Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects.

Teachers provided weekly newsletters, Remind app messages, as well as our Academies' News and Notes. Administration would also post significant parent messages on Facebook. All of these were the main forms of communication for families besides attendance at the PTO meetings.

\$8,017.70
1100 teacher salary
LCFF S/C

\$8,017.70
1100 teacher salary
LCFF S/C
\$435
1300 admin salary
LCFF S/C
\$2120
2400 classified clerical
LCFF S/C

Action 3

Planned Actions/Services

4.2b. Teachers will keep a log of parents/supporters who wish to volunteer that will include how supporters are able to assist

Actual Actions/Services

The log was kept up in the office and maintained by the office secretary. They did keep up regular communication with the volunteers as well as organizing tasks for the volunteers to assist with whether it was in the classroom or at home preparing materials for the classroom.

Budgeted Expenditures

\$8,017.70
1100 teacher salary
LCFF S/C

Estimated Actual Expenditures

\$8,017.70
1100 teacher salary
LCFF S/C

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.

Actions 1a relates to reaching out and connecting to parents at meetings, events and activities. This will continue as a main way to open communication with our families off-site.

Actions 2a-b specifically relates to the individual teachers' reaching out to encourage families' involvement with a clear understanding as well as encouraging classroom support.

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

Due to our initial start-up, baseline data is still being gathered so we are not able to analyze the specific effectiveness yet or not.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase in salaries used on the regular newsletters communication due to the involvement of the Principal and Operations Director.

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.

Beyond the classroom weekly newsletters, we also sent out an Academies News and Notes as well as the administrator also updated Facebook with specific events.

Stakeholder Engagement

LCAP Year: 2018-19

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 had not yet served students when this was designed, 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 have sought to create 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 have replicated SVA's model, we have transferred some structural advantages of SVA that produce a high level of continuous stakeholder engagement. For example, Blue Oak now 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. A teacher and administrator's report is provided at each monthly meeting scheduled for the second Monday of the month.

We also have both have the same 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 (third Thursday of the month), 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. As of March, 2018, Blue Oak has its first representation whose child will begin Blue Oak in the fall of 2018. 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, Blue Oak Academy has made efforts to engage stakeholders to solicit their input on how BOA 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 second 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 given to parents, teachers, board members, community members at large, and staff members a chance to answer how they believed BOA 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.

BOA 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 an IEP, and students new to BOA. These interviews and qualitative data they provided were presented to the board at a board meeting discussing the 2nd Whole School Report Card.

There was also a specific meeting on 5/8/18 called Bagels and Brainstorming. Parents were invited via flyers, marquee, Facebook and newsletters. This meeting was specifically to look at the LCAP and provide feedback specific to our school's progress and needs.

Impact on LCAP and Annual Update

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

When input was evaluated from what was received through the online LCAP survey, staff meetings, parent meetings, interviews and Board discussion, the BOA 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. This has been a successful approach for soliciting feedback

to direct the refinement of our goals and our services as well.

As a result, 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 these focus areas 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
- * Support for students needing extra assistance
- Parental engagement with clear communication and more opportunities of involvement and instruction.

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.

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

Unchanged

Goal 1

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 Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

Besides the Board of Directors, Blue Oak Academy’s founding team, and teachers, staff parents, and students from Blue Oak Academy 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
---------------------------	-----------------	----------------	----------------	----------------

1.1. All 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.

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.

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.

100% instructional staff will be versed in the requirements of the Common Core State Standards so that instruction can be designed to meet or exceed these. This will be evident in professional development time provided as well as rates of implementation of training in classrooms. Teachers will have 3 professional development planning days with their grade level to plan the next trimester's curriculum; specifically planning the upcoming pbl (k: only third trimester will be pbl focused)

N/A: charter school

Metrics/Indicators

1.2. 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.

Baseline

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.

2017-18

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

2018-19

Teachers will utilize assessment data from multiple sources as defined in the charter (projects, portfolios, presentations) as well as Fountas and Pinnell Guided Reading Level Assessments and NWEA MAP and CAASPP (computer-adaptive testing) to differentiate instruction. This will be evident in the regularly scheduled team meetings on Wednesdays set aside for mini-improvement cycles (plan, do study, act) based on formative informal and formal data.

2019-20

N/A: charter school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.3. Teachers are credentialed, and not on a PIP or STP.	80%	80%	Teachers are credentialed, and not on a PIP or STP. Since all of our teachers are credentialed, to improve their capacities', teachers will receive at least one cognitive coaching cycle (planning conversation, data collection/observation, and reflection) from instructional coach or admin to help.	N/A: charter school
1.4. All students will be able to access the curriculum.	98%	98%	All students will be able to access the curriculum. Teachers will be trained with scaffolding student support of reading and math strategies that will help us target each student; making the curriculum accessible for all.	N/A charter school

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1a. Staff will have access to an

1a. Instructional Coach will plan and

N/A

Instructional Coach who will assist with planning

facilitate the professional development planning days with the grade-level teams for the upcoming trimester's planning based on analysis of data from previous trimester.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,026.50	\$26,775	
Source	LCFF S/C	LCFF S/C	
Budget Reference	1100 teacher salary	1100 teacher salary	

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1b To the extent possible, Teachers will have common prep periods with grade-level teams

1b. For at least 50% of the year, teachers will have common meeting times on early release days as well as three common full planning days.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,177	\$16,512	
Source	LCFF base	LCFF Base	
Budget Reference	1300 admin salary	1100 teacher salary	

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.1c. Teachers will have access to resources related to the Common Core State Standards in The Academies Charter Management Organization (TACMO) Resource Bank.

2018-19 Actions/Services

1.1c. Teachers will have access to resources related to the Common Core State Standards in The Academies Charter Management Organization (TACMO) Resource Bank with a specific focus on

2019-20 Actions/Services

N/A

adding common formative assessments and data collecting sources to be shared with their grade and site level teams.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	470.87	\$9660	
Source	LCFF S/C	LCFF Base	
Budget Reference	2400 clerical salary	1100 teacher salary	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.2a. A professional development calendar will be developed to provide time for data analysis.

1.2a. Teachers will have ongoing training and time set aside to analyze students' data and make goals with actions for the next learning cycle to help students meet the Common Core State Standards. These related documents will be housed in the TACMO (The Academies Charter Management Organization) Resource Bank in Google Drive.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1045	\$3,072	

Year	2017-18	2018-19	2019-20
Source	LCFF S/C	LCFF S/C	
Budget Reference	1300 admin salary	1100 teacher salary	

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services

1.2b. Time will be set aside on a consistent basis for grade level collaboration to create and review projects, portfolios, and presentations.

2018-19 Actions/Services

1.2b. Time will be set aside after each NWEA testing to help teachers understand and analyze the summary scores as well as come up with related actions steps. Tips to reading the top three most important map summary reports will be uploaded to TACMO bank.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	16,035.40	\$1,536	
Source	LCFF S/C	LCFF S/C	
Budget Reference	1100 teacher salary	1100 teacher salary	

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. 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.

1.3a ELA intervention teacher will coach each teacher in best practices and strategies to help provide intervention within the classroom as a first step.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$16,491.50	\$7,849	
Source	LCFF S/C	LCFF S/C	
Budget Reference	1150	1150	

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

1.3b 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.

2018-19 Actions/Services

1.3b 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.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,815 \$16,524	\$25,780 \$8,501	
Source	LCFF S/C	LCFF S/C	
Budget Reference	1150 teacher salary 2103 special education classified salary	1150 teacher salary 2103 special education classified salary	

Action #8

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.4a All incoming staff will be trained in gifted education by the California Association of the Gifted.

2018-19 Actions/Services

1.4a All incoming staff will be trained in gifted education by the California Association of the Gifted.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1155	495 781	
Source	LCFF Base	LCFF Base	
Budget Reference	5863 Professional Development 5220 Travel and Lodging	5863 Professional Development 5220 Travel and Lodging	

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.4b All incoming staff will be trained in Project Based Learning.

1.4b All incoming staff will be trained in Project Based Learning.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1425	\$475	
Source	LCFF Base	LCFF Base	
Budget Reference	5863	5863	

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

1.4c County psychologist's services will be hired for one full school day. The psychologist will provide support and counsel for SST's, IEPs, Behavioral Plans as well as social peer groups.

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount N/A

\$43,440

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF S/C	
Budget Reference	N/A	5872	

Action #11

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

Students to be Served	Location(s)
N/A	N/A

OR

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, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	New	Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

1.4d Teachers will receive professional development that specifically target the needs of our English Language learners as well as our socioeconomically disadvantaged students.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$7,720	
Source	N/A	LCFF S/C	
Budget Reference	N/A	5863 professional development	

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

Unchanged

Goal 2

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 Priorities: 6

Local Priorities:

Identified Need:

One of the consistent messages of stakeholder engagement from SVA's and BOA's strategic planning process this year was the sentiment that their teaching and administrative staff feel overworked. We recognize and have begun to see that this feeling is similar at BOA, especially with the extra load due to 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 Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

2.1 Annual calendars will be developed for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent).

50% of these will be completed in this year.

50% of these will be completed in this year.

The final ones will be developed for Office Assistant, Instructional Coach, and Custodian. The others will be revisited and revised.

N/A

2.2 Develop and implement a work/life balance checklist for inclusion in pre-service training with all staff. Have check-ins a minimum of three times a year.

33% of this will be done in year one with one check-in being completed.

33% of this will be done in year one with one check-in being completed.

The work/life checklist will be used during preservice, however, more informal monthly check-ins will be planned throughout the year's regular staff meetings.

N/A

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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2.1a. Develop annual calendars for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional

2018-19 Actions/Services

2.1a. Develop annual calendars for support roles (Office Assistant, Instructional Coach, Custodian) and revise calendars of

2019-20 Actions/Services

N/A

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.

Administrative Assistant, Operations Director, Vice Principal, Principal and 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

Year	2017-18	2018-19	2019-20
Amount	\$221 \$1,175 \$480 \$188	\$192 \$217 \$144 \$58	
Source	LCFF Base	LCFF Base	
Budget Reference	1100 1300 2400 2930	1100 teacher salary 1300 admin salary 2400 office salary 2930 maintenance	

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2. 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

2018-19 Actions/Services

2.2a. Provide suggestions for work/life balance and reminders of wellness resources available through our benefits package. Integrate check-ins within regular staff meetings, performance evaluations, and coaching sessions to ensure employees feel leadership cares about this issue. Encourage staff to be proactive about wellness, help them see the connection of

2019-20 Actions/Services

N/A

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.

their work to the mission/vision, and encourage them to stick to their work/life balance goals. Share ideas such as these with the staff: encouraged to plan at least one mental health day by looking ahead in the year, use of tools like coaching wheel of life, and apps to help get unstuck.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1305	\$1,099	
Source	LCFF Base	LCFF Base	
Budget Reference	1300 admin salary	1300 admin salary	

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.2b. Adapt administrative and coaches' evaluative process to use coaching wheels which will help admin to set personal goals and targeted development for growth.

2.2b. Adapt administrative and coaches' evaluative process to use coaching wheels which will help admin to set personal goals and targeted development for growth.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$610

\$395

Source

LCFF S/C

LCFF Base

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Budget Reference			
-------------------------	--	--	--

	1300		
--	------	--	--

		1300 admin salary	
--	--	-------------------	--

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

Unchanged

Goal 3

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 Priorities: 4, 6, 8

Local Priorities:

Identified Need:

Due to the start-up year, it is imperative to build a positive, supportive culture. An analysis of our attendance data revealed that a significant number of students, especially those that are English Language Learners and/or socioeconomically disadvantaged, struggle with regular attendance. We will be seeking to improve this number by providing positive incentives as well as helping our families become aware of the impact of attendance on student success.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1. Attendance	Classroom attendance awards will be given in seven months, and three individual awards will be given at the conclusion of each trimester	Classroom attendance awards will be given in seven months, and three individual awards will be given at the conclusion of each trimester	Increase student engagement and learning time of all students through improving attendance to have an average over 95%.	N/A

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

N/A

Location(s)

N/A

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

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3.1a. Monthly classroom awards will be given to the class with the top attendance rate.

2018-19 Actions/Services

3.1a. Monthly individual awards will be given to each student who has positive attendance.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$435	\$816	
Source	LCFF S/C	LCFF S/C	
Budget Reference	1300 admin salary	4345	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.1b Individual attendance awards will be given every trimester.

3.1b Individual attendance awards will be given every trimester and at the completion of the year.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	\$435	\$217 \$68 \$15	
Source	LCFF S/C	LCFF S/C	
Budget Reference	1300 admin salary	1300 admin salary 2400 clerical salary 4330 office supplies	

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3.1c Incentives for teachers with the classroom with the highest attendance rate.

2018-19 Actions/Services

3.1c Focus on independent study awareness and simplified process, and competition with incentives for teachers who capture their unexcused absent students to do independent study.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$435

\$1,100

\$142

\$1,440

Source

LCFF S/C

LCFF S/C

Budget Reference

1300 admin salary

1100 teacher salary
2400 office salary
2400 office salary

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

3.1d Create a systemized process for communicating with families regarding their absent students via phone calls, emails, family meetings.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$2,019	
Source	N/A	LCFF S/C	
Budget Reference	N/A	2400 Office	

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

Unchanged

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Identified Need:

Parental Engagement

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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4.1. Parental input in making decisions for the school district.	Each PTO/parent meeting will have 100% administrative representation.	Each PTO/parent meeting will have 100% administrative representation.	Each PTO/parent meeting will have 100% representation either face to face or via alternative forms of communication.	N/A
4.2. Parental participation in programs for unduplicated pupils and students with exceptional needs.	53% of teachers will have parental participation in the classroom.	53% of teachers will have parental participation in the classroom.	Capture a baseline of parent volunteers at school events. Target is a minimum of 30 parents in participation.	N/A

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

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.1a. 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.

4.1a. LCAP updates will be visited regularly at parent meetings with the principal's update.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$8,711	\$729	
Source	LCFF Base	LCFF base	
Budget Reference	1300	1300	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

4.1b. All primary documents (family handbook, enrollment form, etc.) will be translated into Spanish.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$2,789	
Source	N/A	LCFF S/C	
Budget Reference	N/A	4430	

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

4.2a. Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects.

4.2a. Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects.

N/A

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	8,017.70	\$3,880	
Source	LCFF S/C	LCFF base	
Budget Reference	1100	1100 teacher salary	

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

4.2b. Teachers will keep a log of parents/supporters who wish to volunteer that will include how supporters are able to assist.

2018-19 Actions/Services

4.2b. Collect parent gifts/ willingness start of the year packet including skills related to planned projects.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,017.70	\$672 \$138	
Source	LCFF S/C	LCFF base	
Budget Reference	1100	1100 teacher salary 2400 office salary	

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

4.2c. Parent training and resources shared on positive discipline/ restorative justice.

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$612

Source	N/A	LCFF Base	
Budget Reference	N/A	1100 teacher salary	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$133,279

Percentage to Increase or Improve Services

10.2%

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.

Blue Oak Academy will receive an estimated \$133,279 in LCFF grant funds. BOA is using the LCFF grant funds as determined by the school's goals, in support of California's 8 priority areas. Just a little over half of BOA students are identified as socioeconomically disadvantaged or English learners, all of the actions and services contained in this LCAP are being implemented on a LEA/School wide basis. Those specifically directed towards our English learners and socioeconomically disadvantaged students are as follows:

Goal #1, Action 1.1a. Instructional coach support with targeted planning.

Goal #1 Actions 1.2a and 1.2b Teachers will have time to analyze data, set goals, plan to act, and then review.

Goal #1, Actions 1.3a and 1.3b. ELA intervention teacher and Special Education staff will provide student and teacher support.

Goal #1, Action 1.4c: School psych will provide student and teacher support.

Goal #1, Action 1.4d: Professional development sessions specifically targeting the language and behavioral needs.

Goal #3, Actions 3.1a, 3.1b, 3.1c and 3.2a provides awards and incentives and family outreach to encourage student attendance.

Goal #4, Action 4.1b. Spanish translation of all primary documents.

We believe that these services have a direct impact on our unduplicated pupils providing them with the necessary scaffolds to help them grow in capacity and ultimately resulting in academic improvement.