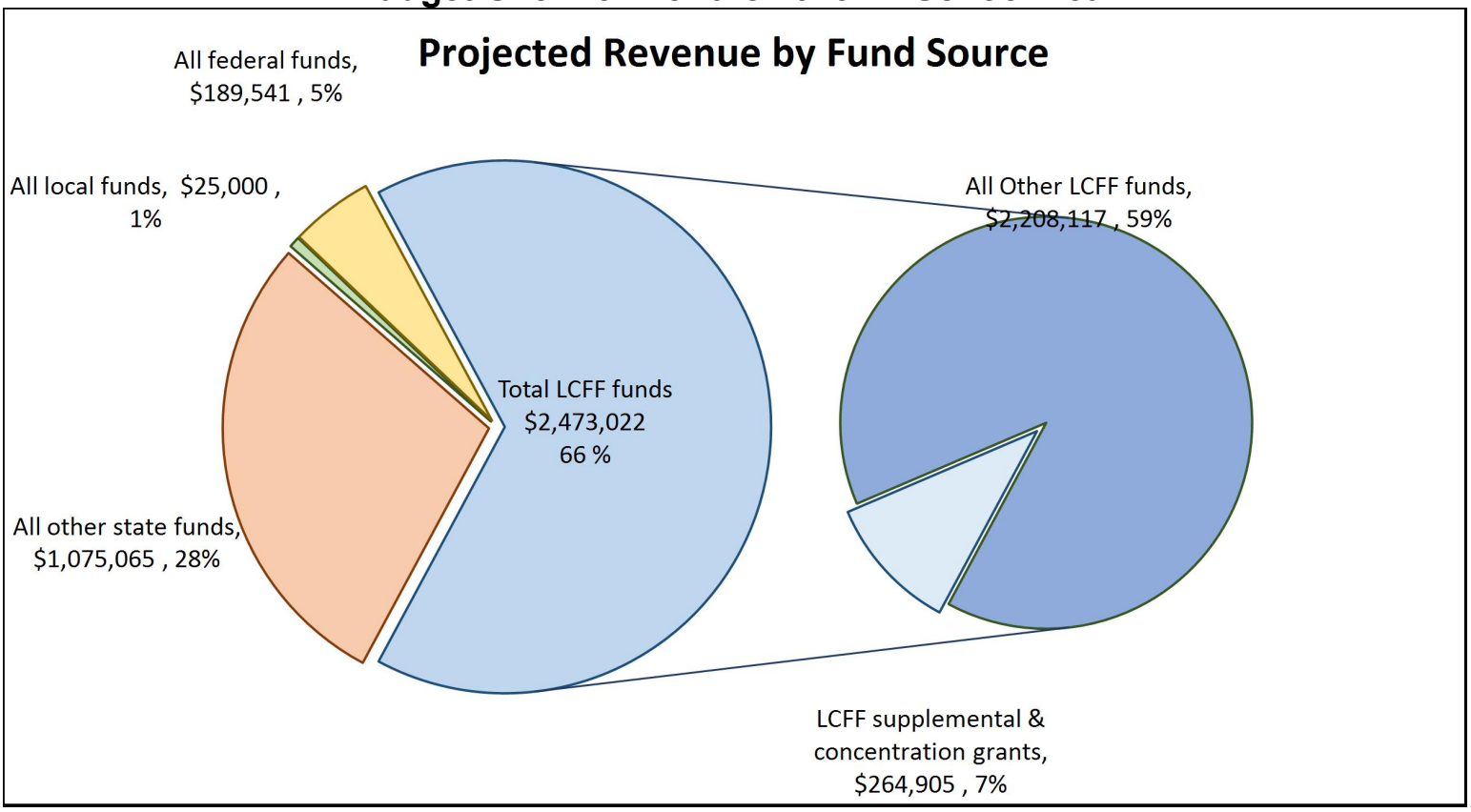
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blue Oak School
CDS Code: 04 61424 6119523
School Year: 2026-27
LEA contact information:
Tim Drury
Executive Director
timdrury@blueoakcharterschool.org
(530) 879-7483 ext 2003

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

Budget Overview for the 2026-27 School Year

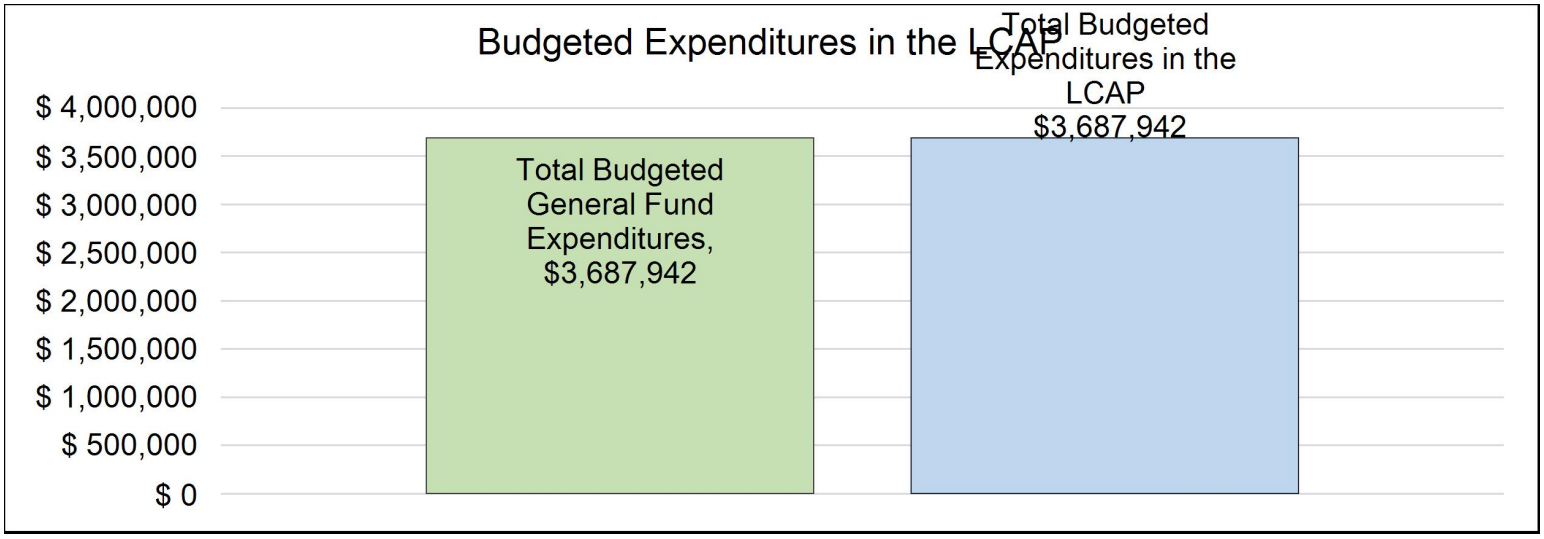


This chart shows the total general purpose revenue Blue Oak School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blue Oak School is $3,762,628, of which $2,473,022 is Local Control Funding Formula (LCFF), $1,075,065 is other state funds, $25,000 is local funds, and $189,541 is federal funds. Of the $2,473,022 in LCFF Funds, $264,905 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Blue Oak School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

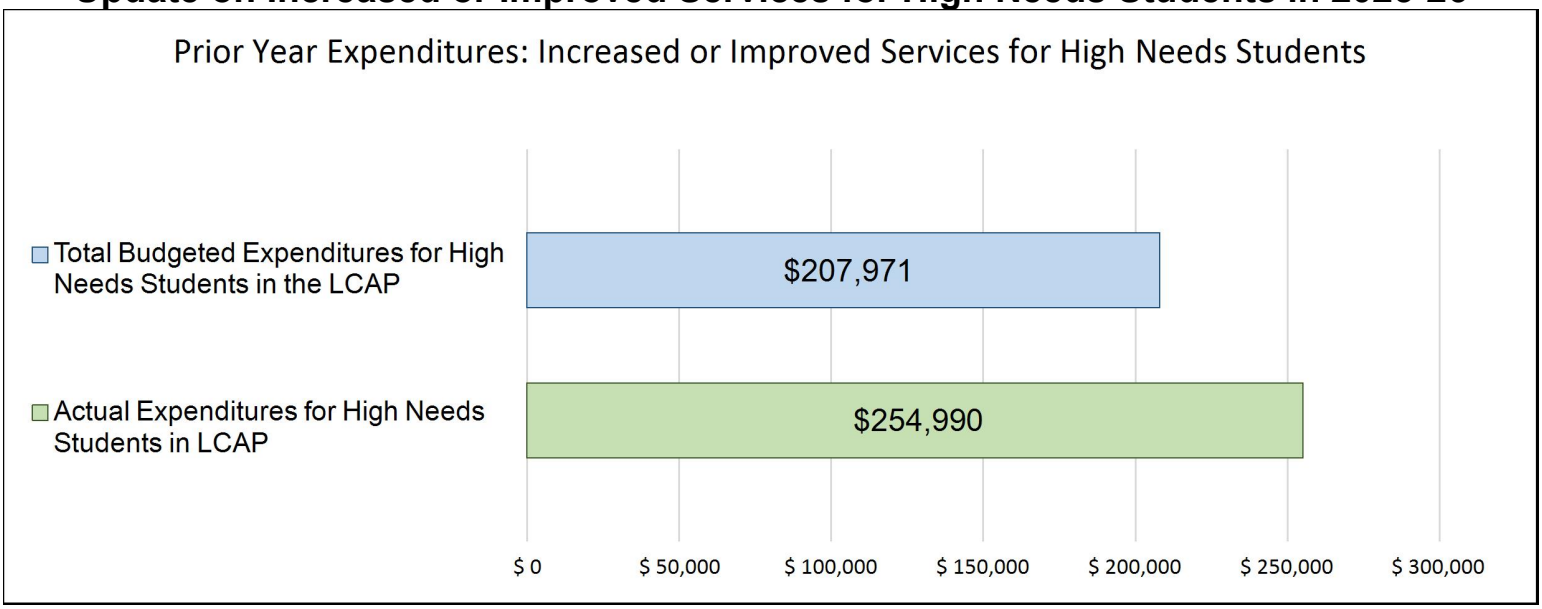
The text description of the above chart is as follows: Blue Oak School plans to spend $3,687,942 for the 2026-27 school year. Of that amount, $3,687,942 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Blue Oak School is projecting it will receive $264,905 based on the enrollment of Foster Youth, English learner, and low-income students. Blue Oak School must describe how it intends to increase or improve services for high needs students in the LCAP. Blue Oak School plans to spend $264,905 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Blue Oak School's LCAP budgeted $207,971 for planned actions to increase or improve services for high needs students. Blue Oak School actually spent $254,990 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blue Oak School	Tim Drury Executive Director	timdrury@blueoakcharterschool.org (530) 879-7483 ext 2003

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Vision: To be a model for successful education of the whole child.

Mission: To nurture and deepen each child's academic and creative capacities using methods inspired by Waldorf education in a public school setting.

Blue Oak School ("formerly known as Blue Oak Charter School") is a tuition-free Waldorf-inspired, T/K-8, public school that opened in September of 2001 with seventeen children and one teacher. Today the school supports approximately 200 children and 30 employees and represents families all over Butte County. At Blue Oak, our priority is to provide an education that excites and interests the students. Our Waldorf-inspired/Common Core-based curriculum helps develop a lifelong love of learning, and prepares each child for active & ethical citizenship; critical thinking, self-awareness, creative imagination, & social responsibility. The curriculum is molded by each teacher to address the individual and developmentally appropriate needs of the class. Science and Social Studies are interconnected with English, Math, art, music, and movement through storytelling. Transitional Kindergarten is folded into our Kindergarten which is play-based and helps students develop positive relationships preparing them for the more academic work of the first grade and beyond. Classes loop, staying together with their teacher for first through eighth grade. This increases the teacher's understanding of each student's needs and builds the strength of relationships that last into high school and beyond. Specialty subjects include music, handwork, technology, & games.

Blue Oak completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment

process included meeting students, parents/guardians, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies, which will be implemented in the LCAP to address those areas of opportunity. Based on feedback from our educational partners during the engagement process, the following goals, metrics, actions, and budgeted expenditures were influenced or developed.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California Dashboard shows Blue Oak needs continued work on Chronic Absenteeism and Suspension rates. Though overall Chronic Absenteeism has improved, it is still at 35.5% for all students. Specific student groups with high rates include Hispanic students at 38.5% and Socioeconomically Disadvantaged students at 43.4%. The Suspension Rate for all students is 5.6%, which placed the school in the Orange performance category.

Math and ELA scores also remain a significant concern. Mathematics performance is at the Orange level, with students averaging 61.3 points below standard. English Language Arts is at the Yellow level, with students averaging 40.6 points below standard. Local data highlights deeper disparities for Students with Disabilities, who are performing 165.5 points below standard in ELA. Consequently, intensive work to improve ELA and math instruction remains a primary focus of the school's goals.

Blue Oak has unexpended LREBG funds for the 2026-2027 school year. LREBG funding is provided for and located in Goal #2, Action 4 (Rigor and Engagement). See the action description for an explanation of the rationale for choosing this selected action.

Rationale: This action utilizes LREBG funds to provide Tier 2 intervention support for students through paraprofessional staff.

Statutory Alignment: This is aligned with the allowable uses identified in EC Section 32526(c)(2) as it implements evidence-based strategies and targeted interventions to improve pupil outcomes.

Needs Assessment: This action addresses critical concerns identified in the school’s mandatory needs assessment (EC Section 32526(d)), specifically regarding students performing below standard in core academic subjects. See action description for an explanation of the rationale for choosing the selected action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Blue Oak Leadership Team, comprised of teachers, the counselor, and the administration, met in sessions with the Butte County Office of Education's Differentiated Assistance team for technical assistance during the 2025-26 school year. With the change in Director in late February, the DA Team met again in the Spring. Sessions reviewed team perceptions and evaluated data to establish areas needing

strengthening and increased attention. That work is reflected in this document. Meetings continued through the Spring focusing on a plan for 2026-2027 targeting Chronic Absenteeism and suspension rates.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Blue Oak has not been identified as a CSI School.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A as Blue Oak has not been identified as a CSI School.Blue Oak has not been identified as a CSI School.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A as Blue Oak has not been identified as a CSI School.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students, families and guardians, as well as teachers and staff/personnel.	Blue Oak School believes that educational partners play a vital role in identifying local needs, developing solutions, and supporting improved outcomes for all students. Consistent with California's Local Control and Accountability Plan (LCAP) requirements, the school engaged educational partners throughout the 2025–26 school year to inform the development of the 2026–27 LCAP and support a cycle of continuous improvement focused on student success and school culture. To ensure broad participation, the school utilized multiple communication methods to notify educational partners of opportunities to provide input. ParentSquare announcements were distributed to all staff and families, while text messages and emails were sent through the student information system. Students were informed of engagement opportunities on-site, and the broader community was notified through the school's Facebook page and weekly Acorn newsletter. These outreach efforts were designed to maximize participation and ensure all educational partner groups had opportunities to contribute to the LCAP development process. The school conducted a variety of engagement activities throughout the year, including monthly "Donuts with the Director" meetings, parent surveys, staff surveys, student interviews, student leadership discussions, staff collaboration meetings, School Site Council and Board discussions, and LCAP walkthroughs with staff and advisory

Educational Partner(s)	Process for Engagement
	groups. These activities provided opportunities for families, students, teachers, administrators, and other staff to review student outcome data, discuss school climate and instructional practices, identify areas of need, and provide recommendations regarding school priorities and services. Feedback gathered through these engagement opportunities highlighted several recurring priorities. Families and staff emphasized the importance of strengthening student engagement and attendance, expanding social-emotional learning (SEL) supports, increasing restorative practices and behavioral supports, improving consistency in communication and instructional practices, strengthening intervention services in ELA and mathematics, and continuing to support Waldorf-inspired educational practices that foster creativity, belonging, movement, arts integration, and whole-child development. Educational partners also emphasized the importance of maintaining strong relationships between home and school, increasing parent engagement opportunities, and ensuring that all students feel safe, supported, and connected at school. Staff feedback further identified the need for increased collaboration time, professional development in restorative practices, SEL, intervention systems, and Waldorf pedagogy, as well as additional supports for student mental health, attendance interventions, and behavioral systems. Families also expressed appreciation for after-school enrichment opportunities, counseling supports, music and arts programs, and the school's overall focus on community and student wellness. The school analyzed this feedback alongside local and state data, including attendance, suspension, and academic performance indicators, and incorporated the identified needs into the development of the 2026–27 LCAP. As a result, the LCAP includes actions and services designed to address educational partner priorities, including expanded SEL supports and counseling services, targeted academic interventions, attendance improvement strategies, family outreach and engagement efforts, restorative practices training, professional

Educational Partner(s)	Process for Engagement
	development, and continued support for Waldorf-inspired instructional practices and enrichment opportunities. Through this collaborative process, educational partners played a meaningful role in shaping the goals, actions, and expenditures included in the 2026–27 LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partner feedback significantly influenced the development of the 2026–27 LCAP and the actions and services included within each goal area. Through surveys, meetings, student discussions, staff collaboration sessions, and ongoing communication opportunities, educational partners consistently emphasized the importance of improving student engagement, strengthening attendance, expanding social-emotional supports, and maintaining a strong Waldorf-inspired educational program focused on the whole child.

Feedback from families, students, and staff directly influenced the inclusion of actions related to school connectedness, attendance improvement, restorative practices, and expanded social-emotional learning (SEL) supports. Educational partners identified the need for stronger behavioral supports, clearer schoolwide expectations, increased restorative interventions, and additional counseling and wellness resources to support both student success and positive school climate. As a result, the LCAP includes continued investment in counseling services, SEL implementation, restorative practices training, attendance interventions, and family outreach efforts.

Educational partners also expressed the importance of maintaining and strengthening Waldorf-inspired instructional practices, including arts integration, movement, music, handwork, storytelling, nature-based learning, and relationship-centered teaching practices. Feedback highlighted the desire for greater consistency across classrooms, increased professional development in Waldorf pedagogy, and stronger alignment between academic intervention systems and whole-child instructional practices. In response, the LCAP includes professional development, collaboration time for staff, and support for enrichment opportunities and specialty programs that reflect the school's educational philosophy.

Families and staff also emphasized the need for stronger academic intervention systems, particularly in ELA and mathematics, as well as additional support for students experiencing academic or behavioral challenges. This feedback informed decisions to continue and strengthen intervention supports, after-school enrichment opportunities, targeted small-group instruction, and attendance-focused strategies designed to improve student outcomes.

Feedback regarding communication and parent engagement also influenced the LCAP. Educational partners expressed appreciation for ParentSquare, the Acorn newsletter, and community meetings, while also identifying the need for clearer communication, increased opportunities for family involvement, and stronger home-school partnerships. As a result, the LCAP includes continued focus on family engagement, outreach, and opportunities for educational partners to participate in school decision-making and community-building activities.

The engagement process and feedback from educational partners were integrated throughout the goals, actions, metrics, and expenditures included in the 2026–27 LCAP. Feedback also informed decisions regarding increased and improved services for unduplicated student groups, including targeted attendance supports, counseling services, intervention programs, restorative practices, and efforts to strengthen student belonging, engagement, and academic achievement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal #1: Provide a safe, healthy equity based environment focused on meeting the needs of the whole child as defined by Waldorf.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A safe, healthy environment includes attention to the physical and emotional needs of students and adults. Consistent behavioral expectations, staff and parent training, good food, practices that develop mental health and wellness, a safe and environmentally friendly building are part of the Waldorf core values. Student attendance is reflective of a safe, healthy environment. Equity assures all students are supported and thriving. These issues significantly impact student engagement and staff retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Reports, positive attendance activities and rewards, student, staff and parent surveys, attendance plans, SSTs, IEP meeting notes	Chronic Attendance Rate 35.4% Overall attendance rate below % Chronic Attendance for SPED 47.4% Hispanic 37.7%	Chronic Attendance rate overall:31%, SPED 36.2% Hispanic 31.3%	Chronic Attendance rate overall:35.5%, SPED 38.5% Hispanic 34.6%	Chronic Attendance rate overall:30%, SPED 30% Hispanic 30%	Chronic Attendance Rate: 5.4% Overall attendance rate SPED 17.4% Hispanic 7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Mental Health and Wellness data, Waldorf inclusive parent nights	Provision of wellness and mental health services develop measure	Numerous of students served by the Counselor. Number of friendship groups. Parent trainings: 4 families	460 incidents of students served seeing approx. 40% of the students enrolled. 10 Friendship Groups were 0 Parent Trainings occurred.	400 incidents of students served seeing approx. 30% of the students enrolled. 10 Friendship Groups were 4 Parent Trainings occurred.	Fewer students to be seen as the hope Tier 1 PBIS Interventions will alleviate the need for Counseling 10 Friendship Groups will be the goal. Quarterly Parent Trainings is the goal
1.3	Food offerings	Menu offerings of fresh and local products develop measure	Contracted Nutritionist	Students and staff were surveyed - and results varied. Nutritionist continues to evaluate new vendors for better opportunities.	New vendor contract by Dec 2026 with improved products Wellness Policy to be adopted	Improvements via new student survey to be conducted.
1.4	Building Site, Facility and BOCC reports	Escrow completion funding and planning begun	Planning for new site continues	1 instance where facilities did not meet the "Good Repair" standard . (Note: Standard for Basics was still Met overall)	Move in to new facility in Spring 2026	Plans to Fruition
1.5	Behavioral Expectations Educators Handbook data	Assessments by Project Elevate and review of Educators Handbook data Focus on the classroom level, Tier 1, implementation. Suspension rate 4.5%	44% of student surveyed know the school rules 66% of staff surveyed know the school rules 71%,of staff teach the rules, 43% have given	Assessments by Project Elevate were not conducted as the contract expired	Suspension Rates below 4.5% for all subgroups	As suspensions increased, getting back to or below the 4.5% baseline is the goal overall and for all subgroups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			out Blue Oak leaves 76% of students (grades) have received them	Suspension rate 5.6% with Hispanic Students: 7.1% Students with Disabilities: 11.5%		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Differenciated Assistance team continues to work with Blue Oak's Leadership team on attendance and suspension numbers. The school counselor is using and tracking student engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences in budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

There is an increase in understanding of data and implementation of attendance, suspension, and counseling. Continued deep dives in early Fall 2026 will allow for great success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

PBIS Implementation occurred - and needs improved for the 2026-2027 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increasing Attendance	Reviewing attendance rates, beginning to recognize positive attendance, and strengthening communication with parents for excused and unexcused absences in 23-24 has proven effective in reducing chronic attendance and increasing overall attendance in the 23-24 school year. Tier 1: Continue positive attendance practices Tier 2: Utilize Aeries to record the action on attendance. Tier 3: Create attendance Improvement Plans through the SST process to support students and families in addressing attendance barriers. Include attendance on the IEP notes page. Focus on the needs of multilingual learners	$103,599.00	No Yes
1.2	Schoolwide Mental Health supports	To have a well-balanced mental health support system for all. Research shows teachers' anxiety, stress, depression, and burnout are highly prevalent anxiety. Mental Health for staff supports mental health for students. Students' mental health opens them and their classmates to learning. Blue Oak will) Continue to employ a PPS-credentialed counselor for mental health working with individuals and groups. 2) Developing a school-based wellness counselor, student wellness room, and staff wellness space. 3) Implement medical billing to support staffing 4) Implent Community building practices for strong relationships 5) Assess, determine and implement mental health supports of staff.	$83,233.00	No Yes
1.3	Facilities, Health, Operations and Safety	To support student success and well-being, Blue Oak Charter School will continue to maintain and improve campus facilities, health and safety practices, nutrition services, and operational systems that contribute to a safe, healthy, and welcoming learning environment. The following actions will be taken: 1. Maintain safe, clean, and functional facilities through ongoing inspections, preventative maintenance, and campus improvement projects.	$1,343,501.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		2. Review and strengthen health and safety procedures to ensure compliance with applicable regulations and promote student and staff well-being. 3. Evaluate and improve nutrition services by gathering stakeholder feedback and identifying opportunities to provide healthy, appealing meal options. 4. Seek opportunities to incorporate locally sourced products, sustainable practices, and community partnerships where feasible and beneficial. 5. Monitor and improve operational systems and processes to enhance efficiency, responsiveness, and support for students, staff, and families.		
1.4	New Site	Blue Oak will continue to work on completing the project and moving into the new site in Miriam Park. The new site will provide a more secure building and allow for a design and location conducive to Waldorf Pegagogy. 1)Develop a design based on the input of the community collected during the 2023-24 year utilizing the Facilities Committee 2) Complete the building phase 3) Move into the building		No Yes
1.5	Behavioral Expectations	Full implementation of Educators Handbook continued evaluation of data to build consistency		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To provide a strong academic and enrichment programs designed to meet the needs of the whole child through a combination of Waldorf Pedagogy and Common Core integrating supports for Special Educations and intervention needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A strong academic program delivered through the Waldorf pedagogy meets the whole child in a unique and effective way. Extended learning, intervention and extensions, and effective curriculum are part of this program. With this goal, Blue Oak aimes to directly improve state test scores.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Waldorf & Common Core	Number of Specialties: 3, Waldorf-certified staff: 7, and Alliance Membership requirements completed: 0. Common Core implementation balance with Waldorf to be established	Adjustments to Master Schedule to increase time on ELA & Math	Adjustments to Master Schedule to increase time on ELA & Math was conducted -and teacher input shared that the increase did not show true gains.	Increase specialty options, adjust master schedule.	Increase in specialty course offerings by at least one (add Spanish or Woods)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				CAASPP results will help determine more precise outward facing data with the release inFall 2026.		
2.2	Continuing Expanded Learning Offerings	Establish baseline number of clubs and enrollment additional days in 2023-24 Student and parent surveys will establish baselines.	Continuation of ELOP increased offering on Thursday afternoon.	Thursday Club with multiple options occurred - and regular new choices/opportunities based on student/ family input and staff availability	Increase in communication and opportunities with new data collection to show historical offerings and desires via survey	At least 3 different options that could include woodworking, sewing, whittling, and/or gardening
2.3	Behavior improvement; Math and ELA assessment and state testing improvement	Establish baseline # and type of behavior referrals, suspensions # Special Needs # Hispanic #low income Math and ELA scores, both local and state.	Pilot of iReady math 1-5 well received improved for teachers by reduced prep time Test scores ELA decline 20.3 Math decline 20.8	Behavior data was hard to measure based on the Behavior Handbook (our data management system) not being fully implemented and staff not utilizing it because of the lack of training and understanding.	Training for all staff, and consistent data review at All Staff and Faculty Meetings	True data will finally be utliized.
2.4	Improved attendance, test scores, and decreased behavior incidents through increased engagement Established	Establish a baseline for student engagement through curriculum and activities and reducing teacher burnout	Development of Fish Diagram by Advisory Council LREBG. Begin implementation of 4 year looping.	Looping in place, new staff in place before the end of the year for 2026-2027.	Attendance push, PBIS Implementation with help of DA Team from Butte County Office of Education.	School wide need for training, alignment will ocur with data review a norm

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Behavior evaluation	1) Work to strengthen relationships with SPED students and staff 2) Implement SEL curriculum and apply other practices with fidelity throughout the school 3) Establish a more detailed tracking system for students displaying high behavioral issues. 4) Complete training and implementation of Restorative Practices	Reduction in suspensions SEL implemented 1-8 Improvement Implementation data evaluation fo Educator's Handbook	Data and alignment did not occur - this may be due to lack of clarity of untrained staff, Admin mid year change, and lack of consistency on many staff members parts	Training/Alignment of Use of Behavior Handbook, Implementation of PBIS	School wide need for training, alignment will ocur with data review a norm

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Blue Oak School continued implementation of social-emotional learning (SEL), restorative practices, and Waldorf-inspired instructional practices during the 2025–26 school year. SEL supports were implemented across classrooms through classroom meetings, restorative conversations, counseling supports, and relationship-centered instructional practices. The school also expanded after-school enrichment opportunities and student wellness supports aligned with the goals of improving school connectedness and student engagement.

A major focus during the year was the school's continued exploration and implementation of Waldorf pedagogy. During 2025–26, the school formally began the process of pursuing membership and alignment with the Alliance for Public Waldorf Education, with anticipated completion in Spring 2027. This process included self-study work, reflection on instructional practices, professional collaboration, and ongoing discussions regarding consistency of Waldorf implementation across classrooms.

Implementation challenges included staffing transitions, varying levels of staff familiarity with Waldorf pedagogy, and balancing academic intervention needs with whole-child instructional practices. Additional challenges included chronic absenteeism, behavioral needs among high-needs students, and maintaining consistent implementation of restorative and SEL practices schoolwide. Successes included increased family engagement opportunities, positive feedback regarding school culture and student belonging, expanded counseling and intervention supports, and increased discussion and collaboration around instructional consistency and student wellness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1 expenditures differed from initial estimates due to staffing adjustments and the continued allocation of certificated teaching staff toward implementation of Waldorf-inspired instructional practices and student wellness supports. As implementation evolved throughout the year, resources were prioritized toward maintaining certificated staffing, student support services, and professional development connected to SEL, restorative practices, and Waldorf alignment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented during 2025–26 demonstrated partial effectiveness in supporting student engagement, school connectedness, and student wellness. Educational partner feedback indicated that families and staff continue to value the school's relationship-centered environment, arts integration, counseling supports, and Waldorf-inspired practices. Expanded after-school opportunities, counseling supports, and restorative approaches contributed positively to school climate and student engagement for many students.

At the same time, stakeholder feedback and local data identified the need for stronger consistency in implementation across classrooms, expanded intervention supports, clearer behavioral systems, and additional professional development related to SEL, restorative practices, and Waldorf pedagogy. The ongoing Alliance for Public Waldorf Education self-study process has helped identify strengths as well as areas requiring additional alignment and growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection, stakeholder feedback, and analysis of local data, the school will continue strengthening implementation of Waldorf-inspired instructional practices while expanding schoolwide SEL and restorative systems. The Alliance for Public Waldorf Education membership process and self-study work will continue to guide improvements in instructional consistency, staff collaboration, and whole-child educational practices.

Additionally, the school plans to enhance PBIS and restorative practices implementation, increase professional development and collaboration opportunities for staff, strengthen attendance intervention systems, and expand targeted academic and behavioral supports for students. These adjustments are intended to improve consistency, student engagement, attendance, school climate, and overall student outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Waldorf	Deliver standard core instruction through a robust and Waldorf-inspired pedagogy. Waldorf is a highly researched, proven, effective instructional pedagogy that engages the whole child in a developmentally appropriate way. This educational practice builds strong, resilient adults. Common core is through specific ELA and Math lessons and integrated into the daily block schedules.	$1,170,576.00	No Yes
2.2	Extended Learning	To offer high-quality expanded learning opportunities and extend learning time, expanded learning was implemented during the 2023-24 school year. Research is mixed on the effectiveness of expanded learning on students' learning and engagement; however, at Blue Oak, we found increased engagement through clubs, a reduction of stress on families, and increased attendance during the day. 1) Establish enrollment numbers for offerings 2) Track student daily attendance for attendance improvement 3) Survey to assess engagement and family input.	$254,476.00	No Yes
2.3	Curriculum Implementation	To adopt and effectively implement an SEL curriculum for all and a math curriculum for 1st-5th grades. Administration, faculty, and parents concerning a new Math Curriculum for 1st-5th grade. The current math curriculum is satisfactory and meets the state's expectations but has proven challenging to utilize in our Waldorf Model. In August of 2023, the lower grades faculty met and expressed the difficulty in implementation. A review committee was established, including administration, faculty, and parent representation, to review and choose the new curriculum. The math curriculum iReady will be piloted in 2024-25. Blue Oak has worked since 2022 to research the Social Emotional Learning Curriculum and agreed this year on two Curriculums K-5 will pilot 7 mindsets. 6-8 will pilot School Connect. Both are recommendations from and supported by the Butte County Office of Education. 1) 2024-25 Purchase curriculum, provide professional development, complete full pilot 2) If successful, ask for board approval. 3) 26-27 full implementation	$34,200.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Rigor and Engagement	To provide intervention and extension programs and services supported by LREBG funding continuing to address students recovering from COVID gaps related to ELA & Math. Begin implementation of 4 year loop to increase teacher focus on higher level curriculum while continue to build relationship. Blue Oak is using LREBG funds to provide Tier 2 intervention support with additional academic assistance to students who are not meeting grade-level standards in core subject areas by providing paraprofessional staff. This is aligned with the allowable uses of funds identified in EC Section 32526(c)(2) because it supports evidence-based strategies and targeted interventions for at-risk students to improve pupil outcomes. It addresses needs identified through the school's needs assessment pursuant to EC Section 32526(d), which identified concerns related to students performing below standard in both Math and ELA.. By providing paraprofessional staff support, the school expects to improve academic performance. Metric for Measuring Improvement: The effectiveness of this action will be measured using the school's assessment data in English Language Arts (ELA) and Mathematics. Improvement will be demonstrated through an increase in the percentage of students meeting or exceeding grade-level expectations on local assessments, as well as growth in student performance from baseline to end-of-year assessment periods. The school will also review California Assessment of Student Performance and Progress (CAASPP) results, when available, to evaluate the long-term impact of intervention services on student achievement in ELA and Mathematics. LREBG Funds supporting action: $142,945	$311,915.00	No Yes
2.5	Behavior	Behavior practices, if applied with fidelity reduce suspensions for all students. Blue Oak shows a consistently high suspensions among students in special education. Additional concerns show in Hispanic and white populations. Blue Oak will work to reduce Suspensions with the following steps. 1) Work to strengthen relationships with SPED students and staff	$376,442.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		2) Implement SEL curriculum and apply other practices with fidelity through out the school 3) Establish more detailed tracking system for students displaying high behavior issues. 4) Implement Restorative Practices		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To cultivate a nurturing school community that fosters diversity, strong relationships, open communication, and a sense of belonging among all students, families and staff members where every voice is valued and all stakeholders feel supported. The pillar of active family and community engagement is the primary aim of this goal.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During the events of COVID parents and members of the overall Community had to decrease volunteerism and regular involvement. Blue Oak continues to work on re engaging the community. In order to address this and other concerns on the community Blue Oak applied for and received Community School Partnership Planning grant. The pillars of this Community School Partnership has been fully adopted. This goal is intended to continue the work on the pillars.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of families engaging in events and volunteerism	174 parents fairly evenly distributed across grade levels signed in as volunteers in 2023-24. 9 recorded hours	Increased records of volunteerism	Volunteerism, with a lack of oversight of Parent log ins, resulted in less than a desirable number of parents who were involved as much as hoped.	Utilization of data - with regular social media and Parent Square reminders to parents about the need for help. A possible reward system for families could be established	Little to no data to full monthly data review by staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Number and /or Level of Community Connections	7 community partners averaging 2 connections each	Continued connection with same partners	Continued connection with same partners	Multiple Monthly events and connections with Service Learning projects implemented	Increase to at least 12 partners
3.3	Number and participation in Community Engagement events	Two per year. Establish baseline during 2024-25	Remained at two per year.	Remained at two per year.	Increase to one per month	Increase by 7+ events
3.4	Increase variety of communication tools to better engage parents and guardians	The Primary Communication tool is Parent Square.	Improved communication through phone calling and front booths.	Improved communication through Parent Square, improved newsletter consistency.	Social media, including new avenues (Tik Tok, X, and regular Instagram and Facebook use)	Irregular posting to a true Social media Marketing Plan
3.5	transportation numbers and attendance improvement	Purchase a 12-passenger van and develop staffing and budget to support transportation to and from school	Purchase of van	With the school move set for Spring 2027, and uncertainty on when that will occur, staffing changes, and contracting for upkeep, the project is on hold until more research can be completed.	Develop the plan and decide if feasible, or a bus contract is more realistic.	Discussion and research for feasibility and need.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, Blue Oak School continued efforts to strengthen communication, family engagement, community outreach, and enrollment stability. Front office staff, administration, and school leadership focused on increasing community connection through family outreach efforts, front table conversations with families, phone calls, community engagement activities, and the revival of the ParentSquare

newsletter, The Acorn. The school also increased visibility through social media communication and direct outreach to prospective and current families.

Parent Council played an important role in supporting school culture, volunteerism, community events, and family engagement opportunities throughout the year. Educational partners expressed appreciation for improved communication efforts, including the return of regular newsletters, increased responsiveness from administration, and expanded opportunities for parent involvement and feedback.

Implementation challenges included staffing shortages and limited administrative capacity, which reduced the school's ability to fully implement all planned outreach and engagement activities consistently throughout the year. In addition, enrollment challenges and chronic absenteeism continued to impact school operations and long-term planning. Despite these challenges, the school made meaningful progress in rebuilding communication systems, increasing family engagement opportunities, and strengthening relationships with educational partners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some planned expenditures related to transportation and outreach supports were adjusted during the year as the school continued evaluating operational needs and available resources. During Spring 2026, a proposal for the purchase of a student transportation van was developed for Board consideration. As discussions regarding transportation logistics, implementation costs, liability considerations, and long-term operational sustainability continued, final expenditures and implementation timelines remained under review and may shift in the coming year.

Additional adjustments occurred as staffing resources were redirected toward immediate operational and enrollment needs, including communication systems, family outreach, and enrollment support efforts.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented during the 2025–26 school year demonstrated partial effectiveness in improving communication, family engagement, and community connection. Stakeholder feedback reflected appreciation for improved communication through ParentSquare, The Acorn newsletter, increased administrative visibility, and expanded opportunities for educational partner participation.

At the same time, staff shortages and operational demands limited the consistency and depth of outreach efforts throughout the year. Feedback from families and staff indicated the need for clearer communication systems, improved event planning timelines, stronger enrollment marketing efforts, and expanded strategies to strengthen school connectedness and attendance.

Through reflection on implementation efforts, the school identified the importance of establishing more consistent communication structures, improving calendaring and outreach systems, and dedicating staffing resources specifically toward enrollment marketing, storytelling, and community engagement. These foundational systems are expected to improve future implementation and strengthen long-term community partnerships and enrollment stability.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on stakeholder feedback and reflection on prior practice, the school added an increased focus on communication, enrollment outreach, and transportation exploration for the coming year. Educational partners consistently identified the need for stronger family communication, improved community connection, and additional supports for student attendance and access to school programs.

As a result, the school plans to continue strengthening communication systems through ParentSquare, newsletters, and direct outreach efforts while also increasing focus on enrollment marketing and community storytelling. In addition, the school will continue exploring transportation options, including the possible implementation of student transportation services, in order to improve access, attendance, and family engagement.

The school also plans to strengthen partnerships with community organizations, families, and educational partners to support student connectedness, enrollment stability, and overall school culture.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Engaging Families	To develop meaningful ways for families to connect with the staff and the school's mission/values. Substantial research supports the development of the Community School Partnership pillars. This Action supports the Active Family and Community Engagement pillar. Ensure that all students have access to inclusive, responsive, and welcoming schools. Authentically engage with families about education policies and resources, increase transparency, and celebrate the whole school identity.	$2,500.00	No Yes
3.2	Community Connections	To partner with community organizations to coordinate support services and enrichment activities. Strong research supports the development of the Community School Partnership pillars. This Action supports the Active Family and Community Engagement pillar.	$2,500.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Contribution	To expand opportunities for families to contribute their skills, perspectives and experiences Strong research supports the development of the Community School Partnership pillars. This Action supports the Active Family and Community Engagement pillar.	$2,500.00	No Yes
3.4	Increased communication avenues	Not all families communicate well through technology. Importance, excitement, and individualization are not always able to be expressed in tech. A return to more peronal communication is a priority.	$2,500.00	No Yes
3.5	Transportation	Transportation is a key issue for low income families who struggle getting their children school on time.		No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$264,905	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.997%	0.000%	$0.00	11.997%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Increasing Attendance **Need:** Low-Income Chronic Attendance Rate:39.5 **Scope:** LEA-wide	Research shows that as the home-school relationship improves, parent and student connectedness to the school increases, which positively impacts student attendance and engagement. As we offer this on a schoolwide level that will benefit all students, we anticipate the benefit will be far more significant for our unduplicated students who may be experiencing more barriers to attendance. As a result, the attendance rates and responses to a positive	Attendance Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		feeling of school connectedness by unduplicated students will increase more than their peers.	
1.2	**Action:** Schoolwide Mental Health supports **Need:** Mental Health Referrals are not disaggregated for Low Income, Foster Youth numbers are not available for public record because of low numbers. **Scope:** LEA-wide	Research shows teachers' anxiety, stress, depression, and burnout are highly prevalent anxiety. Mental Health for staff supports mental health for students. Students' mental health opens them and their classmates to learning.	Referral and engagement with mental health and wellness staff
1.3	**Action:** Facilities, Health, Operations and Safety **Need:** Free and Reduced lunch students 66% **Scope:** LEA-wide	Research shows that high-sugar diets make it difficult for students to focus throughout the day, leading to diabetes, depression, and other ailments. Fresh and natural foods are a key component of Waldorf pedagogy, which includes physiology. In 23-24, Blue Oak began to deliver its lunch program, moving away from the district. During this year, Blue Oak staff learned about providing the program, the requirements, costs, and work level. Sugar levels were reduced within the parameters as understood.	Menus, student voice, surveys
1.4	**Action:** New Site **Need:** **Scope:** Schoolwide	Continue Planning for new site with hired consultants and stick tight to monthly Facility Committee Meetings, Measure C/K Meetings, and regular communication with stakeholders	Agendas, Expenditure Reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Waldorf **Need:** **Scope:** LEA-wide	Waldorf is a highly researched, proven, effective instructional pedagogy that engages the whole child in a developmentally appropriate way. This educational practice builds strong, resilient adults. Common core is through specific ELA and Math lessons and integrated into the daily block schedules.	Trainings, development of the Blue Oak Playbook - a roadmap that is in development to show what we do, who we are. Further, membership in to the Alliance for Waldorf Education is in process.
2.2	**Action:** Extended Learning **Need:** 58% unduplicated. Number utilizing ELOP has not been disaggregated **Scope:** LEA-wide	Research is mixed on the effectiveness of expanded learning on students' learning and engagement; however, at Blue Oak, we found increased engagement through clubs, a reduction of stress on families, and increased attendance during the day.	Unduplicated students utilizing expanded learning, student attendance, and behavior.
2.3	**Action:** Curriculum Implementation **Need:** Low Income 3.9% suspensions **Scope:** LEA-wide	The current math curriculum is satisfactory and meets the state's expectations but has proven challenging to utilize in our Waldorf Model. In August of 2023, the lower grades faculty met and expressed the difficulty in implementation. A review committee was established, including administration, faculty, and parent representation, to review and choose the new curriculum. Blue Oak has worked since 2022 to research the Social Emotional Learning Curriculum and agreed this year on two Curriculums K-5 will pilot 7 mindsets. 6-8 will pilot School Connect. Both are recommendations from and supported by the Butte County Office of Education.	Suspension data, Behavior tracking, SEL attendance, math scores iReady and state testing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Rigor and Engagement **Need:** Low income ELA 46 below standard Low income Math 52 below standard **Scope:** LEA-wide	Increasing differentiation in the classroom, establish clear tier 2 interventions through aide support, intervention or other practices.	iReady, local assessments, state testing
2.5	**Action:** Behavior **Need:** Low Income suspensions 3.9% **Scope:** LEA-wide	Blue Oak shows a consistently high suspensions among students in special education. Additional concerns show in Hispanic and white populations. Blue Oak will work to reduce Suspensions with the following steps. 1) Work to strengthen relationships with SPED students and staff 2) Implement SEL curriculum and apply other practices with fidelity through out the school 3) Establish more detailed tracking system for students displaying high behavior issues	Behavior tracking, suspensions, leadership, SST progress, Behavior Handbook review
3.1	**Action:** Engaging Families **Need:** Current engagement is not disaggregated by sub group **Scope:** LEA-wide	Parent and family engagement increases the connection between students and the school and therefor the success of their education. This is most clearly true for socio economically disadvantaged	Volunteerism, engagement in committees. The need for more outreach and events to bring the parents in to the school should occur.
3.2	**Action:** Community Connections **Need:**	Parent and family engagement increases the connection between students and the school and therefor the success of their education. This is	Volunteerism, engagement in committees. The need for more outreach and events to bring the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Current engagement is not disaggregated by sub group **Scope:** LEA-wide	most clearly true for socio economically disadvantaged	community in to the school should occur.
3.3	**Action:** Parent Contribution **Need:** Current engagement is not disaggregated by sub group **Scope:** LEA-wide	Parent and family engagement increases the connection between students and the school and therefor the success of their education. This is most clearly true for socio economically disadvantaged	Volunteerism, engagement in committees.
3.4	**Action:** Increased communication avenues **Need:** Low Income, Hispanic, Special Education **Scope:** Schoolwide	Engagement of all families is key to building a successful community	Attendance at family engagement events. Response to communication - and increase in marketing and social media
3.5	**Action:** Transportation **Need:** Low income **Scope:** Schoolwide	This is primarily for low income or high needs students but will be available to all students. Blue Oak will review the data and determine per student costs,	Van usage and attendance. This is to be explored for true feasibility.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Blue Oak has an unduplicated pupil percentage in excess of 55% and therefore it anticipates continuing to receive concentration grant funding in 2026-2027. The school has estimated the size of its concentration grant add-on at $7,112. The school anticipates using this funding in 2026-27 to support the cost of providing mental health supports and services for students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,208,117	$264,905	11.997%	0.000%	11.997%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,475,007.00	$1,023,394.00	$0.00	$189,541.00	$3,687,942.00	$2,534,529.00	$1,153,413.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increasing Attendance	All Students with Disabilities Low Income Hispanic	No Yes	LEA-wide	Low Income	All Schools Specific Schools: Blue Oak is a one site LEA PK-8th	2024-2027	$103,599.00	$0.00	$103,599.00				$103,599.00	
1	1.2	Schoolwide Mental Health supports	All Students with Disabilities Foster Youth Low Income Hispanic Students	No Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Blue Oak is a single site school PK-8th	2024-2027	$83,233.00	$0.00	$83,233.00				$83,233.00	
1	1.3	Facilities, Health, Operations and Safety	All Students with Disabilities Low Income	No Yes	LEA-wide	Low Income	All Schools Specific Schools: Blue Oak is a one site LEA. PK-8		$508,905.00	$834,596.00	$940,513.00	$314,645.00		$88,343.00	$1,343,501.00	
1	1.4	New Site	All Students with Disabilities	No Yes	Schoolwide		All Schools									
1	1.5	Behavioral Expectations	All Students with Disabilities	No			All Schools									
2	2.1	Waldorf	All Students with Disabilities English Learners Low Income Hispanic	No Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Blue Oak is a one site LEA		$1,143,576.00	$27,000.00	$1,120,250.00	$34,147.00		$16,179.00	$1,170,576.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-8									
2	**2.2**	Extended Learning	All Students with Disabilities Low Income Hispanic, low income	No Yes	LEA-wide	Low Income	All Schools		$100,159.00	$154,317.00		$254,476.00			$254,476.00	
2	**2.3**	Curriculum Implementation	All Students with Disabilities English Learners Low Income Hispanic & Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Blue Oak is a single site LEA TK-8	2024-27	$0.00	$34,200.00	$34,200.00				$34,200.00	
2	**2.4**	Rigor and Engagement	All Students with Disabilities English Learners Low Income Hispanic & Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Blue Oak is a single site LEA TK-8		$311,915.00	$0.00	$112,516.00	$142,945.00		$56,454.00	$311,915.00	
2	**2.5**	Behavior	All Students with Disabilities English Learners Foster Youth Low Income Hispanic & White	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Blue Oak is a single site LEA TK-8th		$283,142.00	$93,300.00	$70,696.00	$277,181.00		$28,565.00	$376,442.00	
3	**3.1**	Engaging Families	All Students with Disabilities English Learners Low Income Hispanic, low income	No Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Blue Oak is a single site LEABlue Oak is a single site LEA PK-8thPK-8		$0.00	$2,500.00	$2,500.00				$2,500.00	
3	**3.2**	Community Connections	All Students with Disabilities English Learners Foster Youth Low Income Hispanic	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Blue Oak is a single site LEABlue Oak is a single site LEA PK-8thPK-		$0.00	$2,500.00	$2,500.00				$2,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							8th									
3	**3.3**	Parent Contribution	All Students with Disabilities Hispanic	No Yes	LEA-wide		All Schools Specific Schools: Blue Oak is a single site LEA PK-8th		$0.00	$2,500.00	$2,500.00				$2,500.00	
3	**3.4**	Increased communication avenues	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
3	**3.5**	Transportation	All	No Yes	Schoolwide		All Schools									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,208,117	$264,905	11.997%	0.000%	11.997%	$2,475,007.00	0.000%	112.087 %	**Total:**	$2,475,007.00
								LEA-wide Total:	$2,472,507.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Increasing Attendance	Yes	LEA-wide	Low Income	All Schools	$103,599.00	
1	**1.2**	Schoolwide Mental Health supports	Yes	LEA-wide	Foster Youth Low Income		$83,233.00	
1	**1.3**	Facilities, Health, Operations and Safety	Yes	LEA-wide	Low Income	All Schools Specific Schools: Blue Oak is a one site LEA. PK-8	$940,513.00	
1	**1.4**	New Site	Yes	Schoolwide				
2	**2.1**	Waldorf	Yes	LEA-wide	English Learners Low Income		$1,120,250.00	
2	**2.2**	Extended Learning	Yes	LEA-wide	Low Income			
2	**2.3**	Curriculum Implementation	Yes	LEA-wide	English Learners Low Income		$34,200.00	
2	**2.4**	Rigor and Engagement	Yes	LEA-wide	English Learners Low Income		$112,516.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income		$70,696.00	
3	3.1	Engaging Families	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Blue Oak is a single site LEA PK-8th	$2,500.00	
3	3.2	Community Connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Blue Oak is a single site LEA PK-8th	$2,500.00	
3	3.3	Parent Contribution	Yes	LEA-wide			$2,500.00	
3	3.4	Increased communication avenues	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
3	3.5	Transportation	Yes	Schoolwide		All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,719,955.00	$1,744,276.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increasing Attendance	No Yes	$38,449.00	$53,461.00
1	**1.2**	Schoolwide Mental Health supports	No Yes	$76,239.00	$78,760.00
1	**1.3**	Food Program	No	$97,979.00	$91,222.00
1	**1.4**	New Site	No		
1	**1.5**	Behavioral Expectations	No		
2	**2.1**	Waldorf	No	$1,264,273.00	$1,234,299.00
2	**2.2**	Extended Learning	No Yes	$21,725.00	$22,102.00
2	**2.3**	Curriculum Implementation	No	$38,475.00	
2	**2.4**	Rigor and Engagement	No	$71,558.00	$100,667.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
2	**2.5**	Behavior	No	$81,897.00	$163,765.00
3	**3.1**	Engaging Families	No Yes	$12,762.00	
3	**3.2**	Community Connections	No Yes	$13,762.00	
3	**3.3**	Parent Contribution	No Yes	$2,836.00	
3	**3.4**	Increased communication avenues	No Yes		
3	**3.5**	Transportation	No Yes		

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$254,990.00	$207,971.00	$254,990.00	($47,019.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increasing Attendance	Yes	$38,449.00	$53,461.00		
1	1.2	Schoolwide Mental Health supports	Yes	$76,239.00	$78,760.00		
2	2.2	Extended Learning	Yes	$21,725.00	$22,102.00		
2	2.4	Rigor and Engagement	Yes	$71,558.00	$100,667.00		
3	3.1	Engaging Families	Yes				
3	3.2	Community Connections	Yes				
3	3.3	Parent Contribution	Yes				
3	3.4	Increased communication avenues	Yes				
3	3.5	Transportation	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,303,639.00	$254,990.00	0.000	11.069%	$254,990.00	0.000%	11.069%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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