2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Blue Oak Charter School
CDS Code:	04 61424 6119523
LEA Contact Information:	Name: Susan Domenighini Position: Executive Director Email: sdomenighini@blueoakcharterschool.org Phone: (530) 879-7483 ext 2003
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$2,585,457
LCFF Supplemental & Concentration Grants	$270,772
All Other State Funds	$827,865
All Local Funds	$50,000
All federal funds	$295,121
Total Projected Revenue	$3,758,443

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$3,746,348
Total Budgeted Expenditures in the LCAP	$3,557,219
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,161,173
Expenditures not in the LCAP	$189,129

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$297,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$355,899

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$1,890,401
2020-21 Difference in Budgeted and Actual Expenditures	$58,899

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Budgeted General Fund Expenditures not included in the 2021-22 LCAP include operational and administrative expenses.

LCFF Budget Overview for Parents

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

CDS Code: 04 61424 6119523

School Year: 2021-22

LEA contact information:
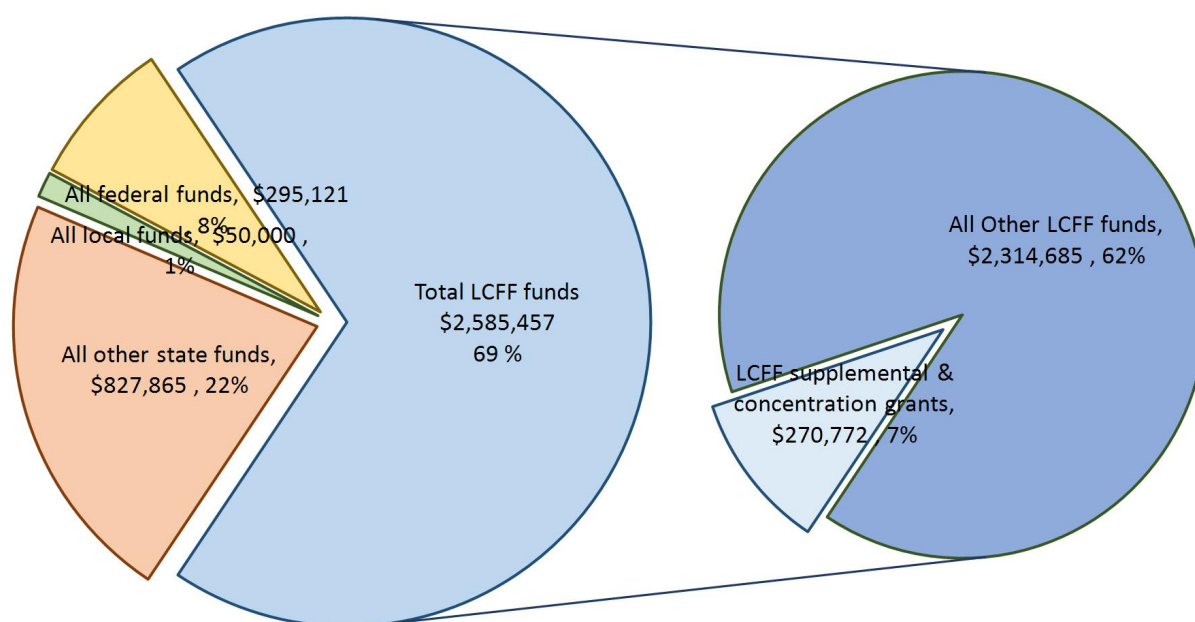
Susan Domenighini

Executive Director

sdomenighini@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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $295,121 8%

All local funds, $50,000, 1%

All other state funds, $827,865, 22%

Total LCFF funds $2,585,457 69 %

All Other LCFF funds, $2,314,685, 62%

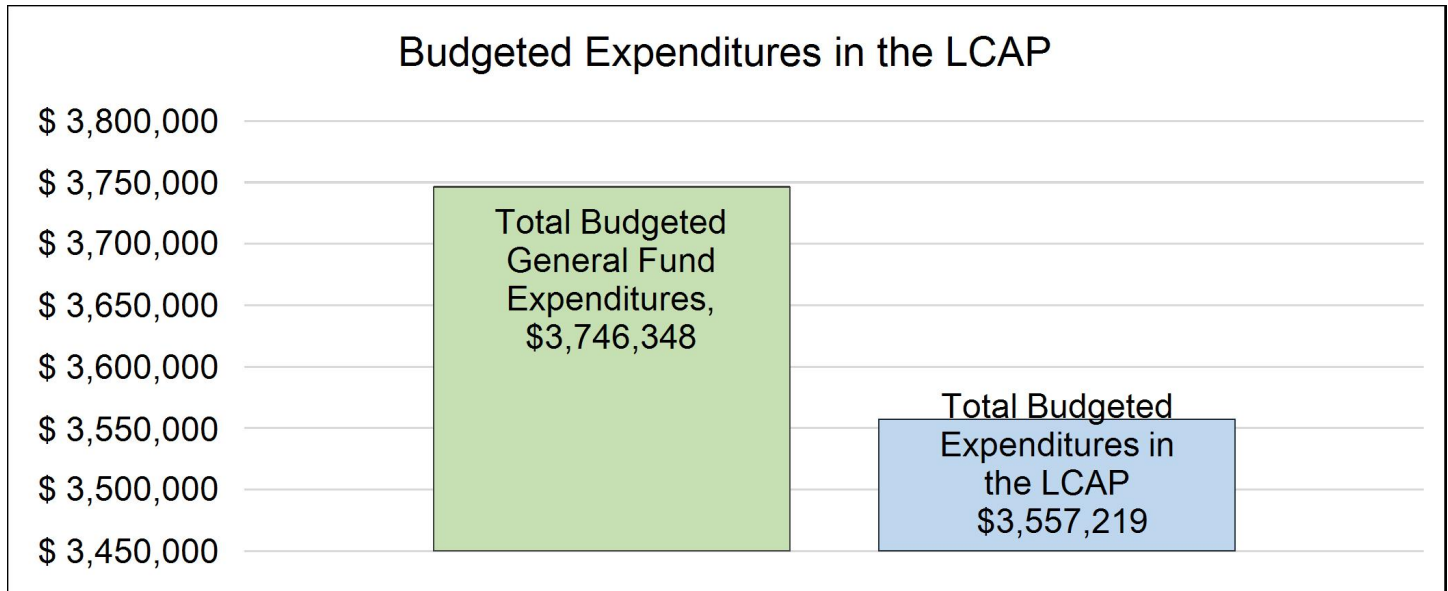LCFF supplemental & concentration grants, $270,772 7%

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

The total revenue projected for Blue Oak Charter School is $3,758,443, of which $2,585,457 is Local Control Funding Formula (LCFF), $827,865 is other state funds, $50,000 is local funds, and $295,121 is

federal funds. Of the $2,585,457 in LCFF Funds, $270,772 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.

Budgeted Expenditures in the LCAP

$ 3,800,000	
$ 3,750,000	
$ 3,700,000	Total Budgeted General Fund Expenditures, $3,746,348
$ 3,650,000	
$ 3,600,000	
$ 3,550,000	Total Budgeted Expenditures in the LCAP $3,557,219
$ 3,500,000	
$ 3,450,000	

This chart provides a quick summary of how much Blue Oak Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Blue Oak Charter School plans to spend $3,746,348 for the 2021-22 school year. Of that amount, $3,557,219 is tied to actions/services in the LCAP and $189,129 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
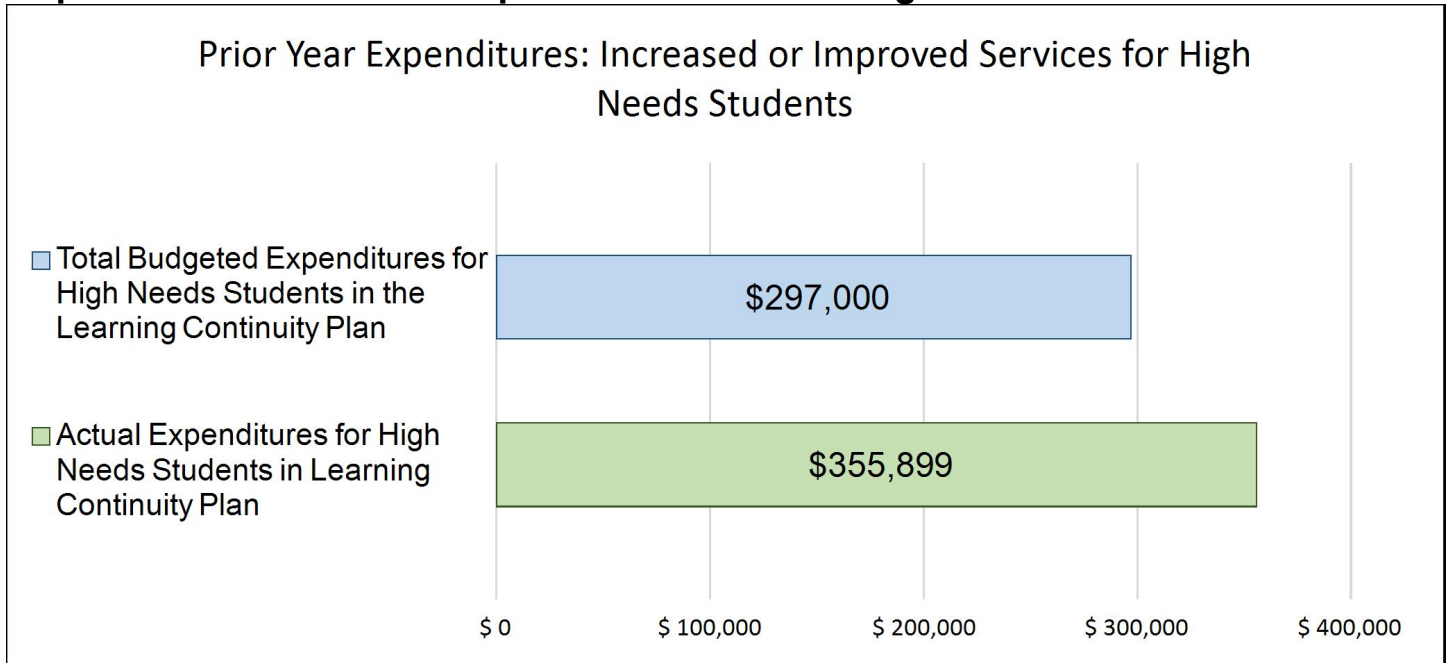
Budgeted General Fund Expenditures not included in the 2021-22 LCAP include operational and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Blue Oak Charter School is projecting it will receive $270,772 based on the enrollment of foster youth, English learner, and low-income students. Blue Oak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Blue Oak Charter School plans to spend $2,161,173 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$297,000**

Actual Expenditures for High Needs Students in Learning Continuity Plan: **$355,899**

(Chart axis: $0, $100,000, $200,000, $300,000, $400,000)

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

In 2020-21, Blue Oak Charter School's Learning Continuity Plan budgeted $297,000 for planned actions to increase or improve services for high needs students. Blue Oak Charter School actually spent $355,899 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Blue Oak Charter School	Susan Domenighini Executive Director	sdomenighini@blueoakcharterschool.org (530) 879-7483 ext 2003

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Strengthen Community

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 3: Parental Involvement (Engagement)
                        Priority 5: Pupil Engagement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance and engagement in committee meetings, classroom parent meetings and activities, responses to surveys **19-20** Increase by 5% on all measures. **Baseline** # of parents completed the LCAP Survey # of parents average in class meetings # of parents engaged in committees # of parent volunteer hours	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Parent Liaison Position. Reevaluate volunteer tracking process. Increase focus on parent engagement at classroom and school-wide levels. Continue Community Cafe. Increase Parent Education nights, including child care and refreshments.	Parent Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25,416.00	Parent Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25,416

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits to support Parent Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12,020	Benefits to support Parent Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12,020
Examine Aeries to improve communication and enrollment process including possible on line enrollment	Potential cost of Aeries contract including transfer of data 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,000	Potential cost of Aeries contract including transfer of data 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,000
Update Website Template. Consolidate parent communication tools. Continue to examine the engagement of low SES families. Increase community awareness	Cell phone services or other communication tools allowing for texting 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,200	Cell phone services or other communication tools allowing for texting 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,200
Continue governance training and executive council. Complete strategic planning process.	Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,200	Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,200
Positive student engagement virtues, assemblies, school-wide activities	purchase planners 5000-5999: Services And Other Operating Expenditures Lottery 500	purchase planners 5000-5999: Services And Other Operating Expenditures Lottery 500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

From March 2020 through June 2021 actions and services were refocused to support on-line learning and engagement of students and families off school grounds. Parent engagement, volunteerism and communication through on line Parent Square, home visits, or material distributions became the norm. the parent liaison position was discontinued and the job assigned to other staff allowing for more flexibility in this work.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Governance training continued and was delivered through online membership in the Charter School Development Corp. The Strategic Plan was reviewed and an addendum developed to address new reality of post COVID needs, The website, Parent Square, and Aeires continue to be improved to better support parent, community and staff communication.

Goal 2

Support Success of All Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      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)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State standardized test scores Locally implemented test scores Behavior referral data Suspension & Expulsion data Attendance Data with a special focus on chronic absenteeism. **19-20** Increase ELA and Math by 5% Reduce suspensions by 5% Increase Attendance rate to 95%	

Expected	Actual
Baseline Develop benchmarks for local block assessments Establish baseline expectations for behavior and academics	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish K-3 curriculum map based on Waldorf Pedagogy. Pilot 1-3 & 4-8th support curriculum for integrating leveled grammar, vocabulary, comprehension and writing. Continue Reading Discoveries.	Reading Discovery Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 20,419.20	Reading Discovery Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 15,627
	Related Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,064.80	Related Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,277
	Classified reading support aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 10,729.83	Classified reading support aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 12,240
	Related Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12,598	Related Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,350
	15% ELA Instructor 1000-1999: Certificated Personnel Salaries Title I 6,961.50	15% ELA Instructor 1000-1999: Certificated Personnel Salaries Title I 7,500
	Benefits related to 15% ELA position 3000-3999: Employee Benefits Title I 6,774	Benefits related to 15% ELA position 3000-3999: Employee Benefits 1,391
	New ELA materials 4000-4999: Books And Supplies LCFF Base 10,000	New ELA materials 4000-4999: Books And Supplies LCFF Base 10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain improved instruction time, implement new K-5 math curriculum. Define and implement intervention process.	90% of Math Specialists 1000-1999: Certificated Personnel Salaries Title I 42,090 Related Benefits 3000-3999: Employee Benefits Title I 12,803 10% of Math Specialist salary costs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4,677 Related percentage of benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,423 New math materials 1-5 4000-4999: Books And Supplies LCFF Base 12000	90% of Math Specialists 1000-1999: Certificated Personnel Salaries Title I 45,000 Related Benefits 3000-3999: Employee Benefits Title I 14,348 10% of Math Specialist salary costs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5,000 Related percentage of benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 928 New math materials 1-5 12,000
Continue to implement behavior and social emotional supports through the Counselling and Behavior Interventionist. Continue implementation of Social Emotional Learning Assessments. Increase focus on positive behavior recognition, behavior plans, and focus on trauma related needs.	Social Worker and Behaviorist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 56,264 related benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 13,499	Social Worker and Behaviorist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 65,948 related benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 20,440
Integrate Behavior and Academic SST process under a combined leadership team.	No additional cost, in staff assignments 0	No additional cost, in staff assignments 0
Implement school wide attendance plan including incentives and interventions.	Front Office Attendance 2000-2999: Classified Personnel Salaries LCFF Base 11,534.40 Front Office Attendance 3000-3999: Employee Benefits LCFF Base 3,185.60	Front Office Attendance 2000-2999: Classified Personnel Salaries LCFF Base 15,300 Front Office Attendance 3000-3999: Employee Benefits LCFF Base 4,188

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Independent Study program, combining long and short term Independent Study.	Credentialed teacher to oversee Independent Study students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,200 Matching benefits for Independent Study Teacher 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0	Credentialed teacher to oversee Independent Study students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,200 Matching benefits for Independent Study Teacher 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0
Continue teacher collaboration plan and observation to increase teacher support. Implement plan Waldorf mentors and evaluators. Continue Summer Art of Teaching training for grade level classroom teachers.	Contract with mentor 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15,000	Contract with mentor 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15,000
Continue Specialties Instruction	Support music, Spanish and Games specialties. 1000-1999: Certificated Personnel Salaries LCFF Base 136,353 Support music, Spanish and Games specialties. related benefits 3000-3999: Employee Benefits LCFF Base 37,388 Support handwork, practical arts, and movement specialties. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 65,541 Support handwork, practical arts, and movement specialties. related benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 20,976	Support music, Spanish and Games specialties. 1000-1999: Certificated Personnel Salaries LCFF Base 140,694 Support music, Spanish and Games specialties. related benefits 3000-3999: Employee Benefits LCFF Base 44,099 Support handwork, practical arts, and movement specialties. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 60,498 Support handwork, practical arts, and movement specialties. related benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,937

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue I Ready assessment and improve data informed instruction	Purchase of iReady 5000-5999: Services And Other Operating Expenditures Title I 5,500	Purchase of iReady 5000-5999: Services And Other Operating Expenditures Title I 5,500
Examine needs and prepare and action plan for significant sub groups.	This will be addressed through current staffing and resources 0	This will be addressed through current staffing and resources 0
Integrate special education using full inclusion model.	No additional costs Special Education 0	No additional costs Special Education 0
Development of World Centric focused instruction	No additional cost 0	No additional cost 0
Implementation and support of instruction of New Generation Science Standards	attend local training 5000-5999: Services And Other Operating Expenditures LCFF Base 300	attend local training 5000-5999: Services And Other Operating Expenditures LCFF Base 300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

From March 2020 through June 2021 actions and services were refocused to support on-line learning and engagement of students and families off school grounds. On line applications and instructional platforms, such as Flipgrid, Screencastify, Google Classroom, and Zoom became the priority for delivering instruction and professional development. iReady continued to be used in an increased basis.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sadlier was piloted in 1st through 8th grade with both an online and hard copy utilised. Diversity and anit-racism became a focus of the Pedagogical team, Equity Task force and faculty.

Goal 3

Prepare Students for High School

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Measure of specific skills necessary to succeed in high school Survey of graduates the ensuing fall **19-20** Survey of graduates. Development of skills assessment **Baseline** Establish baseline data	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement and evaluate plan	No additional costs are anticipated, 0	No additional costs are anticipated, 0
Beginning in sixth-grade students will be instructed in Note taking, MLA, research strategies and Self-sufficiency. This will be inclusive of all classes including Specialties.	No additional cost anticipated. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 300	4000-4999: Books And Supplies LCFF Supplemental and Concentration 300

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase exposure to technology beginning in 3rd grade to include digital citizenship, research and word processing.	Technology Specialty 1000-1999: Certificated Personnel Salaries LCFF Base 41,769 Technology position Related Benefits 3000-3999: Employee Benefits LCFF Base 12,735	Technology Specialty 1000-1999: Certificated Personnel Salaries LCFF Base 45,160 Technology position Related Benefits 3000-3999: Employee Benefits LCFF Base 14,377

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Technology use and availability was significantly increased during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

High School preparation became focused on limiting the learning loss from the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Blue Oak has designed a safe return to school plan incorporating local, state and federal recommendation for the health and safety of students.	$15,000	$19,570	Yes
Blue Oak will follow the recommendations to return high needs students to classrooms including small groups and individualized instruction when allowed and approved by local authorities.	$60,000	$37,214	Yes
Blue Oak will return to full on-site education when deemed appropriate and safe.	$60,000	$83,768	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices including Chromebooks, laptops and hot spots were ordered/purchased for teachers and students.	$79,000	$87,658	Yes
Licenses for iReady and Sadlier Connect to allow for on line instruction. Additional applications were purchased to support teachers in their lesson presentation.	$9,000	$37,850	Yes
Personnel were committed to helping students, parents and staff to improve connectivity and their ability to participate in on line instruction.	$50,000	$65,303	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Standardized iReady assessments will be completed from 2nd through 8th grade. The testing coordinator will monitor the assessments to assure they are completed in a timely fashion, review them with teachers and bring them to The Leadership Team.	$7,000	$7,000	Yes
Additional Bridges to Mathematics and Sadlier for English were purchased to support improved instruction.	$15,000	$16,536	Yes
Professional development for iReady, Bridges to Mathematics. CPM and Sadlier were provided.	$2,000	$1,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	611,421.33	627,938.00
	0.00	13,391.00
LCFF Base	265,265.00	274,118.00
LCFF Supplemental and Concentration	271,527.83	267,581.00
Lottery	500.00	500.00
Special Education	0.00	0.00
Title I	74,128.50	72,348.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	611,421.33	627,938.00
	0.00	12,000.00
1000-1999: Certificated Personnel Salaries	309,733.70	326,129.00
2000-2999: Classified Personnel Salaries	113,221.23	113,454.00
3000-3999: Employee Benefits	137,466.40	137,355.00
4000-4999: Books And Supplies	22,300.00	10,300.00
5000-5999: Services And Other Operating Expenditures	28,700.00	28,700.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	611,421.33	627,938.00
		0.00	12,000.00
	Special Education	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	178,122.00	185,854.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	82,560.20	87,775.00
1000-1999: Certificated Personnel Salaries	Title I	49,051.50	52,500.00
2000-2999: Classified Personnel Salaries	LCFF Base	11,534.40	15,300.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	101,686.83	98,154.00
3000-3999: Employee Benefits		0.00	1,391.00
3000-3999: Employee Benefits	LCFF Base	53,308.60	62,664.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	64,580.80	58,952.00
3000-3999: Employee Benefits	Title I	19,577.00	14,348.00
4000-4999: Books And Supplies	LCFF Base	22,000.00	10,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	300.00	300.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	300.00	300.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	22,400.00	22,400.00
5000-5999: Services And Other Operating Expenditures	Lottery	500.00	500.00
5000-5999: Services And Other Operating Expenditures	Title I	5,500.00	5,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	45,336.00	45,336.00
Goal 2	511,281.33	522,765.00
Goal 3	54,804.00	59,837.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$135,000.00	$140,552.00
Distance Learning Program	$138,000.00	$190,811.00
Pupil Learning Loss	$24,000.00	$24,536.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$297,000.00	$355,899.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$135,000.00	$140,552.00
Distance Learning Program	$138,000.00	$190,811.00
Pupil Learning Loss	$24,000.00	$24,536.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$297,000.00	$355,899.00

Local Control 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 Charter School	Susan Domenighini Executive Director	sdomenighini@blueoakcharterschool.org (530) 879-7483 ext 2003

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 Charter School ("Blue Oak" or the "Charter School") is a tuition-free Waldorf-inspired, K-8, public school that opened in September of 2001 with seventeen children and one teacher. Today the school supports approximately 300 children and 50 employees and represents families from all of Butte and surrounding counties. At Blue Oak, our first 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. Kindergarten is play-based which helps students develop positive relationships and prepares them for the more academic work of the first grade and beyond. Classes loop, staying together with their teacher for multiple years. 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 Spanish, music, handwork, and & movement.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Blue Oak faculty and staff can be especially proud of the strength, endurance, and resilience apparent during the COVID - 19 Pandemic lockdown and gradual reopening. Staff showed a strong and clear commitment to serving the needs of all students safely and with compassion, going above and beyond in many ways. Blue Oak parents showed true respect and consciousness for the safety of all, proven by our low incident rate and zero transmission rate from March 2020 through June 2021.
Though state testing was not available during the 2019-20 school year Blue Oak continued to keep its focus on student achievement with the use of iReady assessments twice annually and continued professional development on the use of data. Increased effort to identify homeless and foster youth has allowed Blue Oak to better serve these needs. English Language Learner services continue at a high level
Multi-Tier Systems of Support work continues utilizing the Fidelity Assessment Tool to assess improvement and growth throughout the school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2019 dashboard is the last available due to the pandemic. It shows continuing concerns around chronic absenteeism and suspensions. Our informal site level data shows chronic absenteeism will continue to be a concern. Suspensions have not been a concern during the pandemic due to the reduced on site time. Suspension rates will need to be closely monitored as we return to the full on site program for

2021-22. Test scores showed improvement in 2019, but concerns for learning loss since due to pandemic restriction show a need for continued focus on academics. Universal Design for Learning (UDL) a stronger support plan for absenteeism, Social Emotional Learning strategies are included in the LCAP to continue to address these identified needs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Three goals were developed to align with the categories established by the state, Conditions of Learning, Pupil Outcomes, and Engagement. Actions established to support the attainment of the goals reflect input from the community. The financial component of the LCAP now reflects the full budget. Areas of the most focused change include increased focus on counseling and social emotional learning, continued curriculum development to improve English Language Arts instruction and the representation of divers populations, extended learning support through the aide positions and through increased after school programs.

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 is a single school Local Education Agency (LEA), as such our full program is eligible for comprehensive support and improvement.

Support for Identified Schools

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

data from assessments, dash board, stakeholder input

Monitoring and Evaluating Effectiveness

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

Regular work with Faculty, All Staff, Finance Committee and Charter Council Meetings

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Blue Oak utilized stakeholder surveys (sent on 04/16/21), leadership review and discussion (held on 04/01/21), committee meetings, board meetings (held on 05/12/21), data review, and town hall meetings (held on 04/22/21) to develop the Expanded Learning Opportunities Grant Plan. The timing coincided with the LCAP process, the two were integrated. Goals specifically designed for the ELO Grant will be connected with the LCAP for long term needs.

A summary of the feedback provided by specific stakeholder groups.

Blue Oak utilized the Whole Child Resource Map to engage the community in conversation around a safe,engaged,healthy challenged, and supported student body, families and staff.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Parents and staff stakeholder groups both requested and endorsed improved extended day programs for kindergarten and middle school, increased focus on diversity representation in our instructional materials and clearer planning for social emotional learning which was seen to specifically address chronic absenteeism and suspension rates. It was seen as important to include special needs students in the definition of diversity.

Goals and Actions

Goal

Goal #	Description
1	Provide a safe, healthy, equity based environment focused on meeting the needs of the whole child with well trained staff and a Common Core inclusive curriculum through a Waldorf inspired pedagogy.

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address the Conditions of Learning including Common Core alignment, Course Access and Basic Services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher alignment from California Teacher Credentialling	All classroom and core subject teacher credentials align with the assignments. 15% of our teachers are non-core subject and are not fully credentialed				All Teachers will be fully credentialed by 2024-25.
Meeting minutes for BOCC, Safety Committee, Staff Meetings completion records for: New site plan Annual Safety Plan Continue ALICE Mandated reporter FIT	2019 referral data, 2021 FIT, 2021 Counseling referrals				Increased FIT assessment to an average of 2. Reduce referrals by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Surveys Counseling Services Behavior referrals					
Review potential options to improve the healthy options for school lunches	Chico Unified's current nutrition offerings				Reduce prepackaged and high sugar content foods while maintaining or decreasing food waste.
Pedagogical Team notes Equity task force notes Faculty Minutes All Staff Minutes Block & Lesson Plans	Current materials listing and rubric.				Adopt standards for social justice, establish and implement criteria for materials choices through the grades.
Plan development Plan Implementation	There is no existing Professional Development Plan				Establishes Professional Development Plan with two years of implementation.
Curriculum approval purchase and use iReady & CAASPP scores Block Plans IEP's	Math curriculum has been adopted. ELA adoption iis in the pilot state. Block SPED / GE integration are not fully implemented. iReady use is at a medium level				Full use of iReady and CAASPP data clear intervention strategies to be used throughout the grades, curriculum review and adoption process by 2024,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master schedule	specialties address course access.				Access to articulated courses for career tech education through use of available rubrics and potential grant funding.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Assignment	Classroom teachers and support teachers are 100% aligned. Implement a three year plan to align Specialty Teachers to meet 2025 compliance alignment	$2,129,173.00	No Yes
2	Support of physically safe environment	Plan for a new site by 2023. Continue Annual Safety Plan and training such as ALICE and Mandated reporter	$857,356.00	No Yes
3	Provide healthier lunch options	Review potential options to improve the healthy options for school lunches - no costs during 2021/22.		No Yes
4	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards	Review for potential approval and Implementation Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance, Festivals, Field trips or other. Costs include activities, curriculum costs captured in Goal 1/ Action 6, faculty costs captured in Goal 1/ Action 1.	$32,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other			
5	Develop a formalized Professional Development Plan and planning process to assure	Clarity Professional Development needs and formalize a plan including but not limited to: How new teachers/aides/support staff on-boarded Orientation traditions/expectations. Use of Waldorf/Other Mentors. Universal Design for Learning Common Core Curriculum Sadlier Bridges CPM Waldorf Summer Art of & other Waldorf training Social Emotional Learning Restorative Practices Trauma Informed Practices Non-Violent Communication Nurtured Heart, Anti-bias, Mentor/Induction support, SPED Assessments Collection and use of assessment data, Test prep How to choose assessments, how to use iReady, ELPACCosts include professional development, faculty costs captured in Goal 1/ Action 1.	$5,000.00	No Yes
6	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	$93,200.00	No Yes
7	Course Access Specialties	Specialties Faculty costs captured in Goal 1/ Action 1.		No Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide an educational program that fully engages the whole child and family, supporting emotionally healthy individuals and community

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address Pupil Outcomes including Student achievement and other student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Office staff job description Parent Council Minutes Parent Square posts School Calendar	Volunteering and parent involvement data will begin to be tracked in the 2021-22 school year. This was not tracked during the pandemic as restrictions significantly curtailed engagement. 100% of families received Parent Square notifications.				Parent Square of other engagement platforms will continue to serve 100% of families. 70% of families will engage in volunteering, events or communication annually.
Training and implementation plans	FIA assessment of Universal Design for Learning				Achieve a minimum of a 2 on the FIA assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL implementation Social work interns	Establish a plan for increasing the focus on social emotional learning.				Full implementation of Social Emotional Learning plan

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Improve Parent Support including Volunteer Coordinator New Parent Orientation Parent Council Support Festival Support Support Parent to Parent Connection Website improvement Parent Square Acorn Other notifications Parent Education Class Meetings Schoolwide Nights Festivals and Concerts Representative Council. Costs include parent communications, faculty costs captured in Goal 1/ Action 1.	$3,000.00	No Yes
2	Student Engagement	Universal Design for Learning Differentiation Growth Mindset Pre-school program - 2021/22 costs captured in Goal 1/ Action 1.		No Yes
3	School Climate	Integrated Services Family Support Social-Emotional Support Trauma-Informed Environment Restorative practices Student Leadership Group Increase students' understanding of caring for their mental health and well-being. Reduce chronic absences. Reduce suspensions. Continue staff support: Employee Assistance Program Standard Operating Procedures & Policies Student Staff / Human Resources Columns of Clarity 3 D's	$93,451.00	No Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide a strong academic program designed to meet the needs of the whole child.

An explanation of why the LEA has developed this goal.

Blue Oak developed this goal to address Engagement including Parent Involvement Student Engagement and School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formal assessments	2019 dashboard is yellow in both English Language Arts and Mathematics. Both areas show Blue Oak to be below standards				Achieve green or blue on the school dashboard. Reduct numbers belop standard by 5 points per year.
Master schedule Field trip plans Block plans Student work	Developed and measured by individual teachers through block planning.				Have a consistent plan developed and implemented focusing on experiential learning and civic engagement

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement Assessments	Establish a Standardized Assessment schedule in ELA for K-8 in addition to iReady when appropriate. Review Aeries Analytics for potential full implementation. Improve reading materials and review reading instruction plan for grades1-4. Strengthen Math Program	$344,039.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Common formative and summative assessments for grade-level partners Interventions Special Education Increase afterschool programs for middle school to include Math Reading Handwork Chess Student Leadership/Civics Kindergarten hours		
2	Other Student Outcomes	Civic Engagement Critical Thinking / Problem Solving Experiential Learning Handwork Field trips Garden Costs captured in Goal 1/ Action 1and Goal 3/ Action 1.		No Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.70%	$270,772

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Blue Oak will use support staff faculty and Chico State interns to implement important supports to foster, homeless English learnings and low-income youth. This will be done through Increase mental health and behaviour support services, increased ELA support, Increase classroom aide support and afterschool programs

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$2,434,232.00	$827,865.00		$295,122.00	$3,557,219.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,544,135.00	$1,013,084.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners Foster Youth Low Income	Teacher Assignment	$1,462,181.00	$371,870.00		$295,122.00	$2,129,173.00
1	2	All English Learners Foster Youth Low Income	Support of physically safe environment	$563,410.00	$293,946.00			$857,356.00
1	3	All English Learners Foster Youth Low Income	Provide healthier lunch options					
1	4	All English Learners Foster Youth Low Income	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	$32,000.00				$32,000.00
1	5	All English Learners Foster Youth Low Income	Develop a formalized Professional Development Plan and planning process to assure	$5,000.00				$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6	All English Learners Foster Youth Low Income	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	$79,985.00	$13,215.00			$93,200.00
1	7	All English Learners Foster Youth Low Income	Course Access Specialties					
2	1	All English Learners Foster Youth Low Income	Parent Involvement	$3,000.00				$3,000.00
2	2	All English Learners Foster Youth Low Income	Student Engagement					
2	3	All Students with Disabilities English Learners Foster Youth Low Income	School Climate	$93,451.00				$93,451.00
3	1	All Students with Disabilities English Learners Foster Youth Low Income	Student Achievement Assessments	$195,205.00	$148,834.00			$344,039.00
3	2	All Students with Disabilities English Learners Foster Youth Low Income	Other Student Outcomes					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,434,232.00	$3,557,219.00
LEA-wide Total:	$2,434,232.00	$3,557,219.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$2,429,232.00	$3,552,219.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Teacher Assignment	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,462,181.00	$2,129,173.00
1	**2**	Support of physically safe environment	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$563,410.00	$857,356.00
1	**3**	Provide healthier lunch options	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**4**	Address needs of EL, Foster Youth, Homeless, Low income, Special Education, & students of color Implementing Social Justice Standards Unpack the Waldorf language and curriculum to address equity Book sets Curriculum at a glance Festivals Field trips Other	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$32,000.00	$32,000.00
1	**5**	Develop a formalized Professional	LEA-wide	English Learners	All Schools	$5,000.00	$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Development Plan and planning process to assure		Foster Youth Low Income			
1	6	Common Core Curriculum Adoption Standard Aligned instructional & intervention materials Sadlier Bridges CPM Block Integration SPED / GE integration	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$79,985.00	$93,200.00
1	7	Course Access Specialties	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	1	Parent Involvement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
2	2	Student Engagement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	3	School Climate	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$93,451.00	$93,451.00
3	1	Student Achievement Assessments	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$195,205.00	$344,039.00
3	2	Other Student Outcomes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

    Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

    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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.