



BLUE OAK SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blue Oak School

CDS Code: 04 61424 6119523

School Year: 2026-27

LEA contact information:

Tim Drury

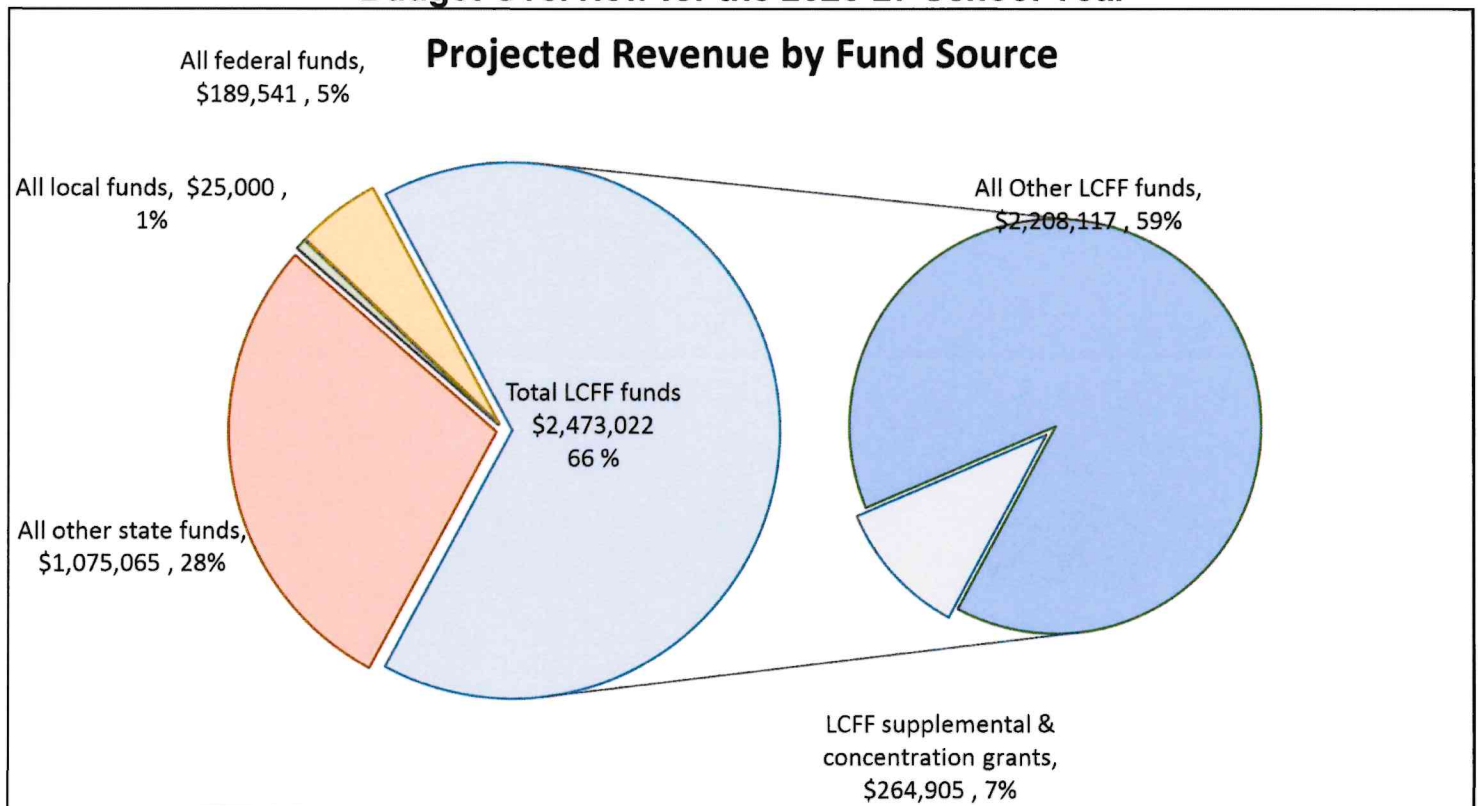
Executive Director

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(530) 879-7483 ext 2003

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

Budget Overview for the 2026-27 School Year

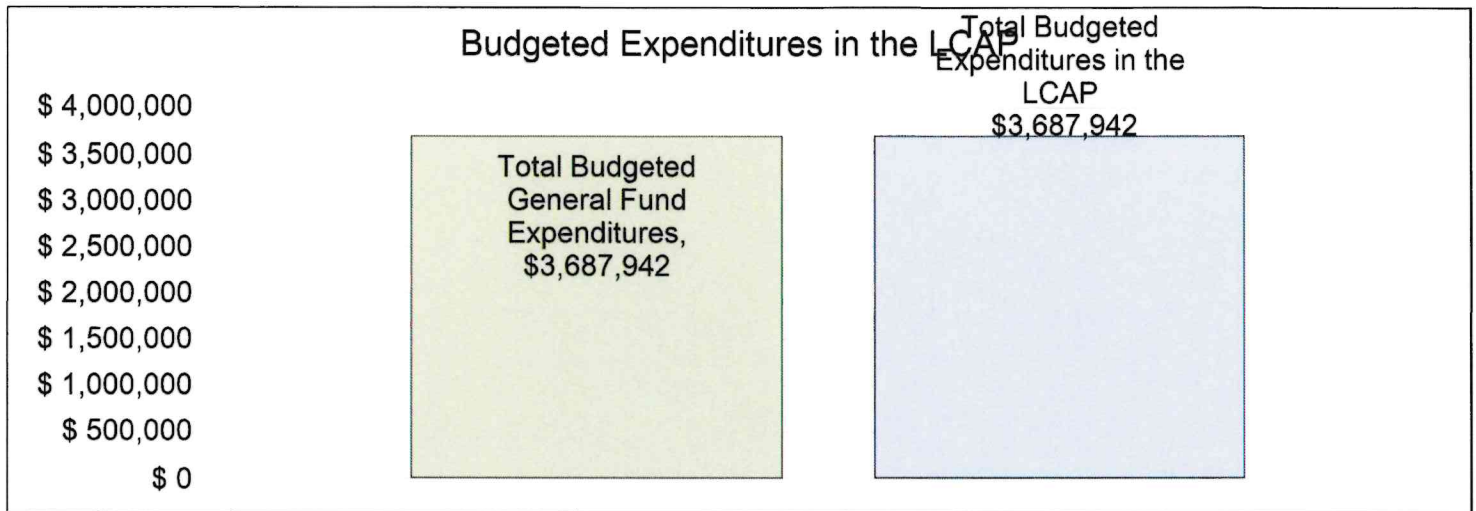


This chart shows the total general purpose revenue Blue Oak School expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

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

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

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

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP

\$207,971

□ Actual Expenditures for High Needs Students in LCAP

\$254,990

\$ 0 \$ 50,000 \$ 100,000 \$ 150,000 \$ 200,000 \$ 250,000 \$ 300,000

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

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



BLUE OAK SCHOOL

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

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

Blue Oak School ("formerly known as Blue Oak Charter School") is a tuition-free Waldorf-inspired, T/K-8, public school that opened in September of 2000 with seventeen children and one teacher. Today the school supports approximately 200 children and 30 employees and represents families all over Butte County. At Blue Oak, our priority is to provide an education that excites and interests the students. Our Waldorf-inspired/Common Core-based curriculum helps develop a lifelong love of learning, and prepares each child for active & ethical citizenship; critical thinking, self-awareness, creative imagination, & social responsibility. The curriculum is molded by each teacher to address the individual and developmentally appropriate needs of the class. Science and Social Studies are interconnected with English, Math, art, music, and movement through storytelling. Transitional Kindergarten is folded into our Kindergarten which is play-based and helps students develop positive relationships preparing them for the more academic work of the first grade and beyond. Classes loop, staying together with their teacher for first through eighth grade. This increases the teacher's understanding of each student's needs and builds the strength of relationships that last into high school and beyond. Specialty subjects include music, handwriting, technology, & games.

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Blue Oak has not been identified as a CSI School.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

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

Feedback regarding communication and parent engagement also influenced the LCAP. Educational partners expressed appreciation for ParentSquare, the Acorn newsletter, and community meetings, while also identifying the need for clearer communication, increased

opportunities for family involvement, and stronger home-school partnerships. As a result, the LCAP includes continued focus on family engagement, outreach, and opportunities for educational partners to participate in school decision-making and community-building activities.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Goal Analysis [2025-26]

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

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

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

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

No material differences in budgeted expenditures and estimated actual expenditures.

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increasing Attendance	Reviewing attendance rates, beginning to recognize positive attendance, and strengthening communication with parents for excused and unexcused absences in 23-24 has proven effective in reducing chronic attendance and increasing overall attendance in the 23-24 school year. Tier 1: Continue positive attendance practices Tier 2: Utilize Aeries to record the action on attendance. Tier 3: Create attendance Improvement Plans through the SST process to support students and families in addressing attendance barriers. Include attendance on the IEP notes page. Focus on the needs of multilingual learners	\$103,599.00	No Yes
1.2	Schoolwide Mental Health supports	To have a well-balanced mental health support system for all. Research shows teachers' anxiety, stress, depression, and burnout are highly prevalent anxiety. Mental Health for staff supports mental health for students. Students' mental health opens them and their classmates to learning. Blue Oak will 1) Continue to employ a PPS-credentialed counselor for mental health working with individuals and groups. 2) Developing a school-based wellness counselor, student wellness room, and staff wellness space. 3) Implement medical billing to support staffing 4) Implement Community building practices for strong relationships 5) Assess, determine and implement mental health supports of staff.	\$83,233.00	No Yes
1.3	Facilities, Health, Operations and Safety	To improve the healthy options for school lunches, Blue Oak will continue to work on improving healthy but palatable food options.reduced within the parameters as understood. The following steps will be 1) Continue to test samples of healthy foods children will eat 2) Survey middle school and involve them in food choices 3) Look for avenues to include locally-grown food sources	\$1,343,501.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		To support student success and well-being, Blue Oak Charter School will continue to maintain and improve campus facilities, health and safety practices, nutrition services, and operational systems that contribute to a safe, healthy, and welcoming learning environment. The following actions will be taken: 1. Maintain safe, clean, and functional facilities through ongoing inspections, preventative maintenance, and campus improvement projects. 2. Review and strengthen health and safety procedures to ensure compliance with applicable regulations and promote student and staff well-being. 3. Evaluate and improve nutrition services by gathering stakeholder feedback and identifying opportunities to provide healthy, appealing meal options. 4. Seek opportunities to incorporate locally sourced products, sustainable practices, and community partnerships where feasible and beneficial. 5. Monitor and improve operational systems and processes to enhance efficiency, responsiveness, and support for students, staff, and families.		
1.4	New Site	Blue Oak will continue to work on completing the project and moving into the new site in Miriam Park. The new site will provide a more secure building and allow for a design and location conducive to Waldorf Pedagogy. 1)Develop a design based on the input of the community collected during the 2023-24 year utilizing the Facilities Committee		No Yes

Action #	Title	Description	Total Funds	Contributing
		2) Complete the building phase 3) Move into the building		
1.5	Behavioral Expectations	Full implementation of Educators Handbook continued evaluation of data to build consistency		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Waldorf & Common Core	Number of Specialties: 3, Waldorf-certified staff: 7, and Alliance Membership requirements completed: 0. Common Core implementation balance with Waldorf to be established	Adjustments to Master Schedule to increase time on ELA & Math			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Continuing Expanded Learning Offerings	Establish baseline number of clubs and enrollment additional days in 2023-24 Student and parent surveys will establish baselines.	Continuation of ELOP increased offering on Thursday afternoon.			
2.3	Behavior improvement; Math and ELA assessment and state testing improvement	Establish baseline # and type of behavior referrals, suspensions # Special Needs # Hispanic #low income Math and ELA scores, both local and state.	Pilot of iReady math 1-5 well received improved for teachers by reduced prep time Test scores ELA decline 20.3 Math decline 20.8			
2.4	Improved attendance, test scores, and decreased behavior incidents through increased engagement Established	Establish a baseline for student engagement through curriculum and activities, and reducing teacher burnout	Development of Fish Diagram by Advisory Council LREBG. Begin implementation of 4 year looping.			
2.5	Behavior evaluation	1) Work to strengthen relationships with SPED students and staff 2) Implement SEL curriculum and apply other practices with fidelity throughout the school 3) Establish a more detailed tracking system for students displaying high behavioral issues. 4) Complete training and implementation of Restorative Practices	Reduction in suspensions SEL implemented 1-8 Improvement Implementation data evaluation fo Educator's Handbook			

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Waldorf	Deliver standard core instruction through a robust and Waldorf-inspired pedagogy. Waldorf is a highly researched, proven, effective instructional pedagogy that engages the whole child in a developmentally appropriate way. This educational practice builds strong, resilient adults. Common core is through specific ELA and Math lessons and integrated into the daily block schedules.	\$1,170,576.00	No Yes
2.2	Extended Learning	To offer high-quality expanded learning opportunities and extend learning time, expanded learning was implemented during the 2023-24 school year. Research is mixed on the effectiveness of expanded learning on students' learning and engagement; however, at Blue Oak, we found increased engagement through clubs, a reduction of stress on families, and increased attendance during the day. 1) Establish enrollment numbers for offerings 2) Track student daily attendance for attendance improvement 3) Survey to assess engagement and family input.	\$254,476.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Curriculum Implementation	To adopt and effectively implement an SEL curriculum for all and a math curriculum for 1st-5th grades. Administration, faculty, and parents concerning a new Math Curriculum for 1st-5th grade. The current math curriculum is satisfactory and meets the state's expectations but has proven challenging to utilize in our Waldorf Model. In August of 2023, the lower grades faculty met and expressed the difficulty in implementation. A review committee was established, including administration, faculty, and parent representation, to review and choose the new curriculum. The math curriculum iReady will be piloted in 2024-25. Blue Oak has worked since 2022 to research the Social Emotional Learning Curriculum and agreed this year on two Curriculums K-5 will pilot 7 mindsets. 6-8 will pilot School Connect. Both are recommendations from and supported by the Butte County Office of Education. 1) 2024-25 Purchase curriculum, provide professional development, complete full pilot 2) If successful, ask for board approval. 3) 26-27 full implementation	\$34,200.00	No Yes
2.4	Rigor and Engagement	To provide intervention and extension programs and services supported by LREBG funding continuing to address students recovering from COVID gaps related to ELA & Math. Begin implementation of 4 year loop to increase teacher focus on higher level curriculum while continue to build relationship. Blue Oak is using LREBG funds to provide Tier 2 intervention support with additional academic assistance to students who are not meeting grade-level standards in core subject areas by providing paraprofessional staff. This is aligned with the allowable uses of funds identified in EC Section 32526(c)(2) because it supports evidence-based strategies and targeted interventions for at-risk students to improve pupil outcomes. It addresses needs identified through the school's needs assessment pursuant to EC Section 32526(d), which identified concerns related to students performing below standard in both Math and ELA.. By providing paraprofessional staff support, the school expects to improve academic performance. Metric for Measuring Improvement:	\$311,915.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be measured using the school's assessment data in English Language Arts (ELA) and Mathematics. Improvement will be demonstrated through an increase in the percentage of students meeting or exceeding grade-level expectations on local assessments, as well as growth in student performance from baseline to end-of-year assessment periods. The school will also review California Assessment of Student Performance and Progress (CAASPP) results, when available, to evaluate the long-term impact of intervention services on student achievement in ELA and Mathematics. LREBG Funds supporting action: \$142,945		
2.5	Behavior	Behavior practices, if applied with fidelity reduce suspensions for all students. Blue Oak shows a consistently high suspensions among students in special education. Additional concerns show in Hispanic and white populations. Blue Oak will work to reduce Suspensions with the following steps. 1) Work to strengthen relationships with SPED students and staff 2) Implement SEL curriculum and apply other practices with fidelity throughout the school 3) Establish more detailed tracking system for students displaying high behavior issues. 4) Implement Restorative Practices	\$376,442.00	No Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of families engaging in events and volunteerism	174 parents fairly evenly distributed across grade levels signed in as volunteers in 2023-24. 9 recorded hours	Increased records of volunteerism	Volunteerism, with a lack of oversight of Parent log ins, resulted in less than a desirable number of parents who were involved as much as hoped.		
3.2	Number and /or Level of Community Connections	7 community partners averaging 2 connections each	Continued connection with same partners	Continued connection with same partners		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Number and participation in Community Engagement events	Two per year. Establish baseline during 2024-25	Remained at two per year.	Remained at two per year.		
3.4	Increase variety of communication tools to better engage parents and guardians	The Primary Communication tool is Parent Square.	Improved communication through phone calling and front booths.	Improved communication through Parent Square, improved newsletter consistency.		
3.5	transportation numbers and attendance improvement	Purchase a 12-passenger van and develop staffing and budget to support transportation to and from school	Purchase of van	With the school move set for Spring 2027, and uncertainty on when that will occur, staffing changes, and contracting for upkeep, the project is on hold until more research can be completed.	Develop the plan and decide if feasible, or a bus contract is more realistic.	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year. A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
3.4	Increased communication avenues	Not all families communicate well through technology. Importance, excitement, and individualization are not always able to be expressed in tech. A return to more personal communication is a priority.	\$2,500.00	No Yes
3.5	Transportation	Transportation is a key issue for low income families who struggle getting their children school on time.		No Yes

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	Action: Waldorf Need: Scope: LEA-wide	Waldorf is a highly researched, proven, effective instructional pedagogy that engages the whole child in a developmentally appropriate way. This educational practice builds strong, resilient adults. Common core is through specific ELA and Math lessons and integrated into the daily block schedules.	
2.2	Action: Extended Learning Need: 58% unduplicated. Number utilizing ELOP has not been disaggregated Scope: LEA-wide	Research is mixed on the effectiveness of expanded learning on students' learning and engagement; however, at Blue Oak, we found increased engagement through clubs, a reduction of stress on families, and increased attendance during the day.	Unduplicated students utilizing expanded learning, student attendance, and behavior.
2.3	Action: Curriculum Implementation Need: Low Income 3.9% suspensions, Scope: LEA-wide	The current math curriculum is satisfactory and meets the state's expectations but has proven challenging to utilize in our Waldorf Model. In August of 2023, the lower grades faculty met and expressed the difficulty in implementation. A review committee was established, including administration, faculty, and parent representation, to review and choose the new curriculum. The math curriculum iReady will be piloted in 2024-25. Blue Oak has worked since 2022 to research the Social Emotional Learning Curriculum and agreed this year on two Curriculums K-5 will pilot 7 mindsets. 6-8 will pilot School Connect. Both are recommendations from and supported by the Butte County Office of Education.	Suspension data, Behavior tracking, SEL attendance, math scores iReady and state testing

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

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

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

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

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

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

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

2026-27 Contributing Actions Table

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

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

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

2025-26 Annual Update Table

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

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

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