

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Blue Ridge Academy
CDS code:	15 63628 0134312
LEA contact information:	Samantha Haynes (805) 638-7321 samantha.haynes@theblueridgeacademy.com
Coming School Year:	2023-2024
Current School Year:	2022-2023

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

Projected General Fund Revenue for the 2023-2024 School Year		Amount
Total LCFF funds	\$	75,777,271
LCFF supplemental & concentration grants	\$	5,821,702
All other state funds	\$	7,954,696
All local funds	\$	-
All federal funds	\$	949,567
Total Projected Revenue	\$	84,681,534
Total Budgeted Expenditures for the 2023-2024 School Year		Amount
Total Budgeted General Fund Expenditures	\$	80,431,105
Total Budgeted Expenditures in the LCAP	\$	9,098,558
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,682,889
Expenditures not in the LCAP	\$	71,332,547
Expenditures for High Needs Students in the 2022-2023 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	7,099,578
Actual Expenditures for High Needs Students in LCAP	\$	7,524,063

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(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).	Expenses associated with the Operations of the school and education of children not a part of the LCAP.
The amount budgeted to increase or improve services for high needs students in the 2023-2024 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2023-2024. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	[Respond to the prompt here; if there is no prompt, a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blue Ridge Academy

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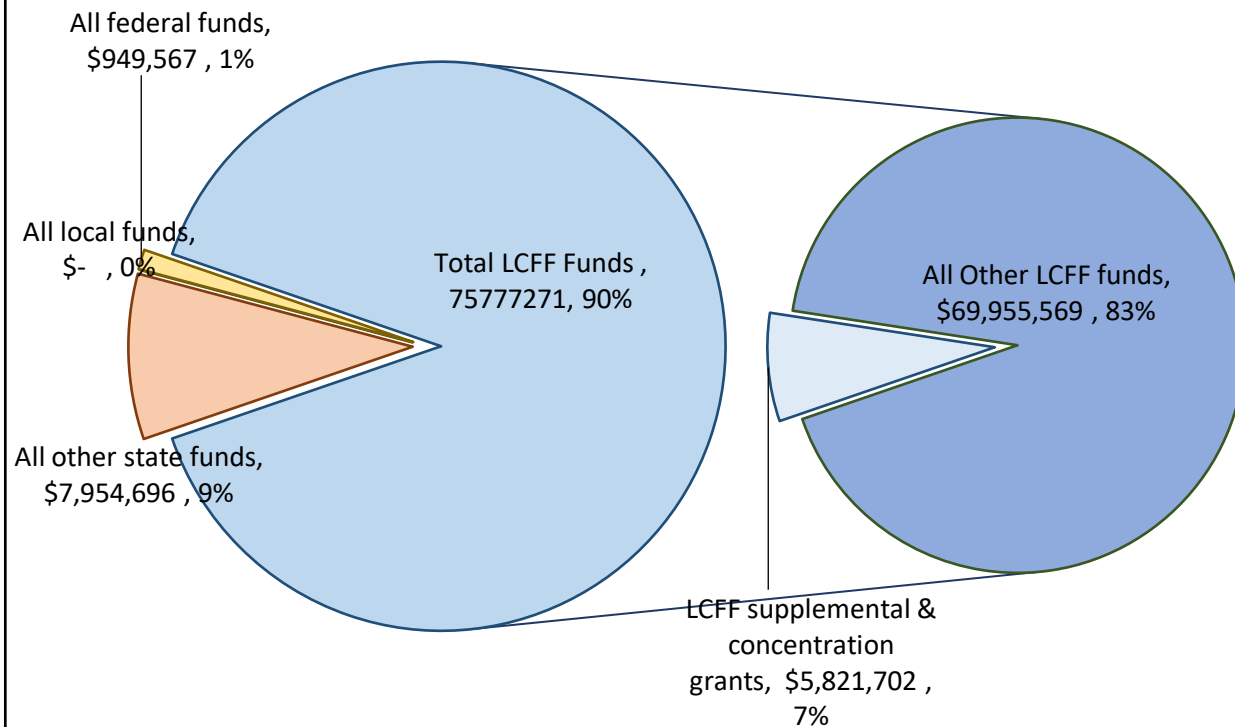
School Year: 2023-2024

LEA contact information: Samantha Haynes (805) 638-7321 samantha.haynes@theblueridgeacademy.com

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 2023-2024 School Year

Projected Revenue by Fund Source

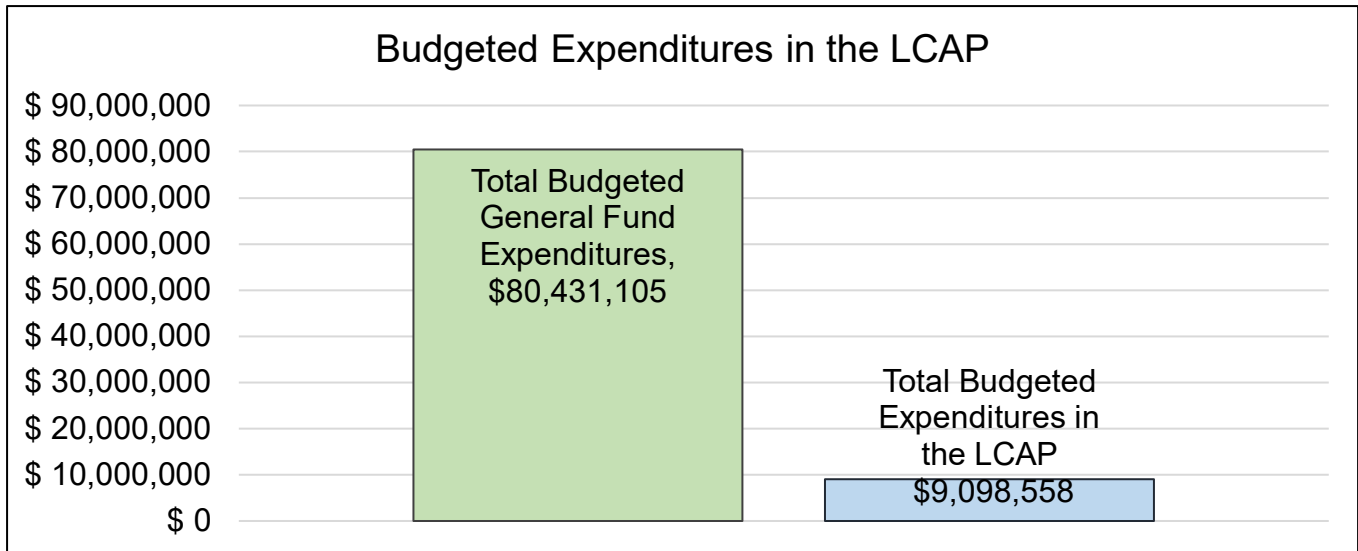


This chart shows the total general purpose revenue Blue Ridge Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blue Ridge Academy is \$84,681,534.00, of which \$75,777,271.00 is Local Control Funding Formula (LCFF), \$7,954,696.00 is other state funds, \$0.00 is local funds, and \$949,567.00 is federal funds. Of the \$75,777,271.00 in LCFF Funds, \$5,821,702.00 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 Ridge Academy plans to spend for 2023-2024. 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 Ridge Academy plans to spend \$80,431,105.00 for the 2023-2024 school year. Of that amount, \$9,098,558.00 is tied to actions/services in the LCAP and \$71,332,547.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses associated with the Operations of the school and education of children not a part of the LCAP.

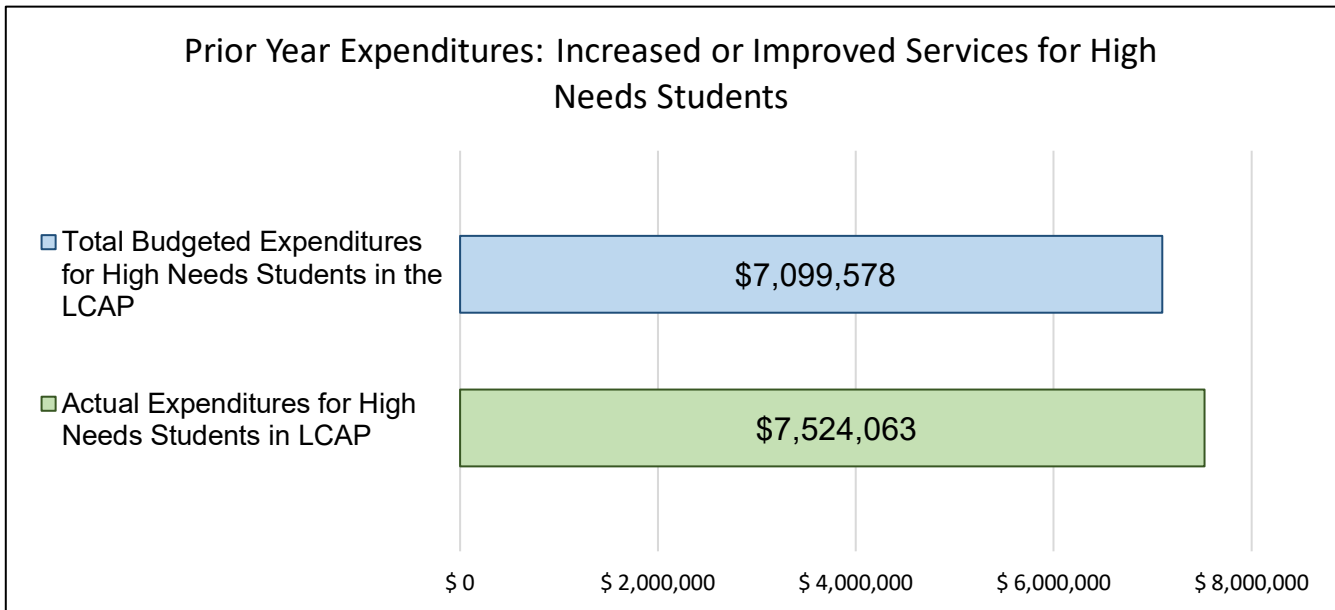
Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Blue Ridge Academy is projecting it will receive \$5,821,702.00 based on the enrollment of foster youth, English learner, and low-income students. Blue Ridge Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Blue Ridge Academy plans to spend \$3,682,889.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what Blue Ridge Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Blue Ridge Academy 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 2022-2023, Blue Ridge Academy's LCAP budgeted \$7,099,578.00 for planned actions to increase or improve services for high needs students. Blue Ridge Academy actually spent \$7,524,063.41 for actions to increase or improve services for high needs students in 2022-2023.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab Instructions

LEA Information (rows 2-4)

contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

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 Ridge Academy	Dr. Loretta Burns Vice Principal/ Director of Special Education & Student Services	loretta.burns@theblueridgeacademy.com 626-250-9611

Plan Summary [2023-2024]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Blue Ridge Academy (BRA) is a non-classroom-based public charter school, authorized through Maricopa Unified School District, Kern County. Blue Ridge serves and supports a diverse population of approximately 6,821 students in Kern, Los Angeles, and Ventura counties throughout grades TK-12+. Blue Ridge Academy offers various learning delivery opportunities for our students within our Independent Study programs. These delivery models include online/remote and in-person instruction and learning. Blue Ridge Academy continues to observe growth and to date, has employed 332 certificated staff members and 81 classified staff members. Blue Ridge continues to strive to foster a positive and safe learning environment for all educational partners within our community.

Grade level breakdown:

A	B
Grade	Enrollment
TK	216
KN	580
1	642
2	673
3	694
4	661
5	619
6	606
7	492
8	487
9	285
10	264
11	235
12	198
	6652

Diverse student population 2022-2023 school year:

American Indian/Alaska Native: 0.18%
Asian: 5.17%
Black/African American: 5.93%
Filipino: 1%
Hispanic: 35.97%
Native Hawaiian/Other Pacific Islander: 0.18%
White: 39.46%
Multiple: 9.35%
Low Income (SED): 42.9%
English Learners: 1.1%
Foster Care system: .09%
Homeless: .2%
Students with Disabilities (SWD): 10.3%

During the course of the LCAP base year 2020 - 2023, Blue Ridge Academy embarked on a new chapter and challenged our educational partners in the support of the development of a robust mission and vision as an overarching goal for the school in which all educational partners had the opportunity to collectively provide input in the future of the school's long term goal. Blue Ridge Academy's new mission and vision was finalized, spearheading the summary of the school's primary objectives in building, developing, and expanding our dynamic programs to educate our students through the provision of school-wide targeted goals.

Our vision is to support and empower students to demonstrate the values and skills that promote knowledge and critical thinking. Our students are prepared to thrive in and contribute to their communities with kindness, respect, integrity and purpose.

Blue Ridge Academy's Mission: The mission of Blue Ridge Academy is to provide a safe, collaborative and individualized learning experience in partnership with families and the community. Our independent study model allows our students opportunities to grow

in an environment of inclusion, individualization and accountability. We will provide support and resources to students and families to ensure success towards their goals academically, emotionally, and socially.

Blue Ridge Academy's staff have worked diligently over the last three years to develop and adopt various programs and services to effectively and efficiently support our students. Within the last two years, we have been committed to working conscientiously towards a targeted school-wide goal ensuring continuity and consistency for the success of all students through best practice applications. Through a collaborative approach and the recurring analysis of student performance data to target growth, instructional practices have been consistently implemented and monitored to address student achievement.

Reflections: Successes

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

Based on a recent review of performance on the state indicators and local performance indicators included in the California Dashboard, input from our educational partners, and our most recent annual Self-Reflection Assessment Tool, Blue Ridge Academy has identified and is pleased to report on the following successes:

Academic Achievement:

In the 2021-22 school year, the statewide assessment participation requirement was put back into effect. The remote option remained available, and Blue Ridge Academy collected feedback from educational partners regarding testing preferences to test remote or in person. Based on the feedback responses, the testing team worked to secure in person test locations to allow students to engage in interactions with their peers as well as provide opportunities for students who felt more comfortable to test from home. The testing team held office hours and provided training to teachers during the state testing window. We observed an increase in testing participation. 88% of our students, or 3,185 out of 3,620 students, participated in statewide testing.

Students in grades TK-11 complete diagnostic benchmark assessments at the beginning and end of the school year. These assessments are administered through Renaissance STAR 360 in math and reading. In the 2022-23 school year, 81% of our students scored at or above the benchmark in Early Literacy. In Reading, 71% of students scored at or above the benchmark and in Math, 74% of students scored at or above the benchmark. This is an increase of 2% from Fall 2022.

English Learners: Over the last three years, Blue Ridge English Learners have increased their passing rates and reclassification percentages. In the 2019-20 school year, 21% of our EL students reclassified, and in the 2020-21 school year, reclassification for our students increased to 33.71% of

students. In the 2021-22 school year, 35.06% of our students reclassified. The consistent increase is reflective of the services and support that Blue Ridge has provided over the years.

Per our Self-Reflection Assessment Tool, A-G guideline coursework has been a large focus this school year in helping our high school students to receive high quality instruction support provided by live instructors within the A-G guides, content specialists, general education teachers, High School Success Coordinators, and Curriculum Instruction Developer. In addition, this year, Content Specialists were hired to provide daily interactive 1:1 instruction and/or academic guidance in core subject focus areas made available to all high school students. Teachers meet monthly in PLC groups to share best practices and resources to improve independent/ virtual learning. Blue Ridge has its own efficient technology department that allows families equitable access to use instructional planning for technology such as computers, tablets, and printers to aid in virtual learning. Expansion of high school course list providing a list of A-G courses. A Student has the opportunity to take core A-G courses in History, English, Mathematics, and science along with LOTE (Language other than English), VAPA (Visual and Performing Arts), and A-G elective courses. Middle School students, grade 7-8, have the opportunity to earn high school elective credit for taking UC approved high school level math, world language and/ or CTE courses.

Under Academic Performance, Blue Ridge Academy's rating scale is as follows:

Professional Development:

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks:

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instructional Materials:

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

Policy and Program Support:

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Implementation of Standards:

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

4 Full Implementation

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

5 Full Implementation And Sustainability

Visual and Performing Arts

5 Full Implementation And Sustainability

World Language

5 Full Implementation And Sustainability

Engagement of School Leadership:

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

5 Full Implementation And Sustainability

Providing support for teachers on the standards they have not yet mastered

5 Full Implementation And Sustainability

The Blue Ridge Academy English Learner program provides virtual English sessions twice a week for English Learners in grades TK-12. These live sessions provide students with opportunities to strengthen, build, and advance their English language proficiency progress. The English Learner program not only works closely with families and HSTs, but also works closely with the intervention, special education, 504, testing, and counseling teams. These teams meet and collaborate to ensure that our English Learners are supported in all educational facets. Blue Ridge is also proud that our English learners have been making steady progress toward English language proficiency. Our goal is for each student to make progress each year as indicated on their Summative ELPAC score. During the 20/21 school year, 33.7% of our English learners earned a 4 (Well Developed) on the Summative ELPAC and were reclassified to Fluent English Proficient. At the end of the 21/22 school year, 35.1% of our English learners earned a 4 (Well Developed) on the Summative ELPAC, which indicates that steady growth is being made. Over the last three years, Blue Ridge English Learners have increased their passing rates and reclassification percentages. In the 2019-20 school year, 21% of our EL students reclassified, and in the 2020-21 school year, reclassification for our students increased to 33.71% of students. In the 2021-22 school year, 35.06% of our students reclassified.

Individualized Education Plans for Students with Disabilities continue to be reviewed by program specialists and administrators to ensure each component of the document is compliant, addresses student needs, and provides them with appropriate goals, supports, and services for their individual needs. Thorough monthly audits of IEP documents are completed, where each document is reviewed by the program specialists, assistant director and director of special education in order to ensure each IEP is compliant and provides a clear plan for each student with a disability. Due Dates are monitored closely by special education case managers and program specialists for each student, and meetings are scheduled within the required due date.

Blue Ridge Academy began to implement a number of additional resources provided directly for our Foster Youth, homelessness, and low income students. We have provided additional hygiene items and emergency kits for families. We are continuing to provide transitional items, technology devices, and hotspots with high-speed internet that is accessible for any distance-learning curriculum. This school year, we have also added the opportunity for our Homeless and Foster Youth students to access our Lending Library with curriculum, manipulatives, and musical instruments, with the shipping costs, paid for through Blue Ridge Academy.

Blue Ridge Academy's Pupil Services department is extremely proud of the continued growth and evolution that the program has undergone over the past year. Five intervention cycles occur throughout the school year, with each cycle lasting from six to eight weeks. Within these cycles, each Intervention teacher manages a cohort of small groups that meet twice weekly for the purpose of providing remediation support to close academic achievement gaps, with the hopes of moving students closer to grade level in their reading, writing, and math skills. In addition, we continue to offer a proactive speech intervention program, providing developmental speech services to students in small groups addressing various language deficits including pragmatics. The successful launch of a second Social Emotional Learning (SEL) program, Positive Action, within the Mental Health department.

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.

One of the ongoing challenges that Blue Ridge often faces is the number of opt-outs that take place each year during the statewide CAASPP summative assessments . Some Families decline to participate in statewide testing and teachers are in need of receiving support on issuing talking points to encourage their families to test and discuss the benefits. As a result, Blue Ridge is working on providing more opportunities to connect with families by providing information sessions to better understand why parents refuse to have their children decline participating in the statewide assessments.

Another area which requires significant improvement based on Dashboard, local data, and school benchmarks as formative and summative data is in the area of low performance gaps. Blue Ridge Academy faces challenges of low score ranges in the areas of mathematics and reading. Blue Ridge Academy is currently working on identifying specific areas of need and strengths for the school Star 360 benchmark by looking at every grade level standard results

for both mathematics and reading. This is a tremendous undertaking towards our student's academic achievement therefore Blue Ridge has partnered with Multiple Measures to further develop a plan to extract the data and provide results in an efficient manner. Once identified, we plan to share this information with all educational partners. Obtaining this data will also support finding distinct correlations between benchmark scores and SBAC testing results. Once the testing team is able to pull benchmark data, the team will work on breaking down SBAC data in the same fashion so that deeper correlations can be made.

When analyzing the SBAC data, the majority of students in all grade levels struggled the most in the area of writing. The data reflects that some of our students demonstrate challenges to produce clear and purposeful writing. The results show challenges in the areas of organization, development, and supportive writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences. In the area of Mathematics, students struggle the most with being able to apply mathematical concepts and procedures where the data reflects that students are not able to demonstrate the ability to explain and apply mathematical concepts or the ability to interpret and carry out mathematical procedures with ease and accuracy.

One of the ways that Blue Ridge is targeting the specific areas of need is through partnering with Mr. D Math. Blue Ridge Academy provided free Conquer the CAASPP test prep accounts to students in grades 3-11. The accounts focus on preparing students for success by utilizing test prep strategies in both math and writing. The lessons and activities align with the SBAC assessment and are broken down into short videos and lessons where students can complete these assignments at their own pace. Students are taken step by step through a practice test to increase their confidence and understanding. The math program is through Mr. D and the writing program is through Write at Home. These accounts help students to become problem-solvers and gain executive functioning skills that they can utilize beyond the classroom.

Blue Ridge Academy has also provided parent information sessions to encourage parents to take advantage of our free resources and understand our school's state requirements. The testing team has also partnered with the E3 Parent Summit to share school data results in our benchmark and statewide assessments as well as provide test prep strategies and resources for encouraging students to test. Some of the resources include information on alleviating anxieties centered around testing as well as how ongoing progress monitoring can benefit students. Another area of focus this year has been spent on recognizing students who have shown progress in their SBAC results as well as identifying students who scored 100% on one or more SBAC assessments.

LCAP Highlights

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

Blue Ridge Academy is proud to highlight key features within the school's various departments in efforts to serve our student's academic and social emotional needs, the needs of our staff, parent's and our community.

Continued increase in the staff professional growth: In comparison to the 2021-2022 school year, Blue Ridge Academy enrolled 15 teacher candidates to the Credential Induction program:

-this included, 5 Education Specialists, 1 Single-Subject, and 9 Multiple-Subject candidates (5 were in year 2 and 10 were in year 1 of the program)

In the 2022-2023 school year, we observed an increase:

- this included 17 candidates; 3 Administrator Credentials, 6 Education Specialists, 1 Single-Subject, and 7 Multiple Subjects (6 are in year 1 and 9 are in year two of their programs).

This includes the addition of the new Administrative Clear Credential program through LACOE added 2022-2023

In the 2022-23 school year, the Testing Team mailed certificates to students who scored 100% on either Math or Language Arts 2021-22 SBAC assessments. 25 of our students had perfect scores. To recognize those who showed growth over from 2020-21 to 2021-22, the testing team created a “Kudos Video” and teachers sent this to their students via email. 47%, or 1,708 of our students, showed growth in the 2021-22 school year. For the 2022-23 school year, based on feedback, five additional in-person test locations have been provided to allow for more opportunities for students to test in person. Training opportunities for teachers have been increased and we continue to work on providing resources to both teachers and families, such as interim assessments and free CAASPP test prep accounts for students to prepare for state testing. Tutoring services have also increased as well as instructional planning amounts to help students fill learning gaps.

The Pupil Services Mental Health Team is now composed of two full time licensed mental health therapists who provide services to Blue Ridge Academy students. This is a significant improvement from last school year as previously there was only one full time and one part time licensed mental health provider. Our students often struggle with a variety of mental health challenges including anxiety, depression, difficulties with executive functioning, difficulties focusing and attending, and social emotional struggles. The students served are of varying socio-economic statuses and of a variety of ethnicities. The progress the mental health team is proud of is that the team has been able to provide support services for a vast array of student needs within our school community. The ability to provide services and meet the needs of our students has been greatly enhanced by having two full time licensed therapists. The team works diligently on a daily, weekly, and monthly basis to provide support ranging from crisis intervention to individual behavioral health needs as necessary to meet the needs of the student. The team continuously addresses the progress of students to ensure that the needs of students and families are being met. The team has demonstrated the ability to build supportive relationships with students via telehealth and contribute positively to their daily functioning. The team has also increased the services this year to be able to provide a new curriculum to serve students in a group format, Positive Action. This allows the team to provide services to more students and increase the range of support. The new curriculum encourages students to engage in mental health services to improve their abilities to make positive choices for themselves and develop a healthy sense of self-concept. These are students who may not need individual counseling, however, could benefit from the support of a group therapy environment. This group therapeutic service also encourages students who already have outside therapeutic services through their IEP to engage with general education students. It is an environment in which inclusivity of all students is encouraged.

The Pupil Services Department continues to expand the English Learner program and is proud to have received very positive feedback via school climate surveys on the effectiveness of live English instruction sessions from parents throughout the year. This feedback correlates to synchronous instruction attendance. English instruction attendance increased significantly during the 22/23 school year compared to 21/22. For the 21/22 school year, approximately 33% of our English Learners attended live instruction. As of 1/20/23, approximately 50% of our English learners are attending, which is a 17% increase in attendance from last year. The English Learner Coordinator plans to maintain and increase attendance by continuing to offer makeup sessions, provide multi-grade-level sessions, and communicate the importance of these sessions to families and staff.

Blue Ridge Academy established the E3 Parent Summit in the Fall of 2021. The mission of the E3 Parent Summit is to **engage** with our families and **equip** them with the resources they need that will **empower** them to succeed on their journey in independent study with the Blue Ridge Academy. These parent seminars were intended to model after a weekend conference but spanned throughout the year. We’ve presented topics such as Top 3 Testing Benefits for your Student, Self Care for Homeschool Parents, and Compassionate Communication, and Conflict Resolution. We’ve collaborated with many of our Blue Ridge Academy teachers, staff, and other professionals to present at these seminars and have also partnered with an outside organization called Protect Young Eyes to present on “The Digital Culture of Kids.” These virtual seminars have grown steadily in its attendance and participation with our families. Our average attendance has been between 30-50 guests. Each seminar is recorded and posted on our Blue Ridge Academy website for future viewing. The seminar recordings have proved to

be essential for our parents who can't make it to the live presentation. We look forward to many more collaborations with our school staff and other organizations to provide support to our parents and families at The Blue Ridge Academy. In order to support our underrepresented families at Blue Ridge Academy, we think of diversity. The E3 Parent Summit has strived to engage our underrepresented families by inviting speakers, presenters, and parent panelists of diverse cultures to speak to our topic subjects. Priyanka and Alan Wolan hosted our very first E3 Parent Summit. They shared how their diverse background led them to choose homeschooling as their primary learning source. Dr. Rhonda Jefferson, LMFT, shared the importance of self-care with our parents and provided free self-care options regardless of their socioeconomic status. We even have parents suggesting seminar topics that would be beneficial to our Blue Ridge Families for our future E3 Parent Summit.

Our school's **DELAC Committee** is composed of Blue Ridge staff and a Blue Ridge parent along with the Director of Special Education/Student Services and the Director of Student Achievement. For the 2022-23 school year, the committee has focused on sharing test prep resources, learning supports and strategies, and live instruction updates to English Learner families. The committee also shared the benefits of being bilingual and reviewed practice test resources for the Summative ELPAC. Student data reflects 1.35% growth in meeting English proficiency from the year 2020-21 to 2021-22 and an 8.83% increase from the year 2018-19 to 2021-22. Currently, more than half of our English Learner students attend live instruction. Our EL Coordinator continues to provide the daily schedule to EL families and encourages students to attend sessions.

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.

NONE

Support for Identified Schools

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

NONE

Monitoring and Evaluating Effectiveness

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

NONE



Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Blue Ridge Academy strives to promote a positive, collaborative partnership with all educational partners by offering various opportunities for parents, teachers, students, and staff to plan, develop, and engage. The process of making school-wide decisions is a concerted effort. We strive to forge meaningful connections while providing ongoing training and support for parents, students, and teachers.

To foster the development of positive relationships with all educational partners, Blue Ridge's **principal and administration team continues to initiate relationship-building opportunities at the start of every school year by offering newly incoming families, students, and staff a host of supportive opportunities, explicitly designed to promote the idea that learning, sharing goals, and coming together as one to achieve increased learning outcomes are the norm.**

Blue Ridge Academy establishes partnerships with educational partners through collaboration and commitment to further student success, promote staff growth, and improve parent/community involvement. We continue to utilize comprehensive information throughout the school year provided by the feedback from our educational partners responses from on the School Climate feedback Survey, LCAP school-wide informational sessions, newly adopted **Parent & Student Advisory Committees** to drive our continued processes and decision making. This year Blue Ridge Academy's LCAP committee also doubled the participation of staff, parents and students in our school-wide Climate Survey. In year 1 (2021-2022), 305 students, 623 parents, and 154 staff members completed the Climate Survey. In year 2 (2022-2023), to date, 903 parents, 417 students, 431 staff, have completed the climate survey. Both parents and students have participated at a rate on par with last year, whereas staff participation has more than doubled. Blue Ridge Academy has also improved connections with school wide committees such as DELAC. Family Liaisons have increased connections and training for parents and homeschool teachers by offering several virtual events. **In addition, BRA's LCAP is annually reviewed and provided feedback by the LAC Charter SELPA. Latest review for feedback on June 20, 2023.**

As of June 1, 2022, the LCAP committee, **comprised of administration and teachers**, has met on the following dates: 12/8, 12/12, 1/9/23, 1/30/23, 2/6/23, 2/27/23, 3/13/23, 4/17/23, 4/24/23, 5/8/23 with future dates scheduled for , 6/12/23, 8/14/23, 9/11/23, 10/9/23, 11/13/23, and 12/11/23. In addition, LCAP goals and data were specifically reviewed with the **administrative team** on 4/17/23, including current progress and continued areas of need to further support Regional Coordinators and HSTs in their LP meetings when addressing the student educational plans with Learning Coaches.

Our District **English Learner Advisory Committee (DELAC)**, **composed of teachers, administration, and classified staff**, also engages in planning with our educational partners and gathering input via surveys, newsletters, parent meetings, and family liaison events which are designed to add an additional layer of support for parents and families. This year, the DELAC have met regularly on the following dates for the 2022-2023 school year: 12/6/22, 1/24/23, 5/16/23 to discuss the needs most relevant to them, as a means of increasing buy-in and community involvement. Blue Ridge has increased its expenditure from the previous school year (2021-2022) on direct translation services to provide materials to families in both Spanish and English.

In efforts to ensure all educational partners have access to providing input and feedback to our school's LCAP, the LCAP was presented to our English Learner parents advisory committee on March 13, 2023 and May 8, 2023.

Our School-wide Climate Survey is developed to gather comprehensive feedback from all educational partners and this year has also been translated to Spanish to provide additional access to our EL students and families. The data collected from the survey continues to be used to drive program development and supports that are unique to our school environment, while offering ideas as to how educational partners feel about the current state of their safety and efficacy of the present academic and support programs. The information obtained is organic to the unique needs of our homeschool learning community, and the information provides an accurate account of what educational partners deem to be areas of strength and need. The target areas gleaned from the Climate Survey became our focus improvement areas. The data from the Climate Survey is readily accessible, accurate, sufficiently detailed, and drives our processes. The feedback from the Climate Survey is used to improve communication, engagement, participation, and the overall school-wide experience for all educational partners.

Blue Ridge provides, on-going, timely updates to all educational partners - parents, students, and staff - via live (both in-person and virtual (over Zoom) meetings, electronic newsletters, as well as the dissemination of PowerPoint presentations and video content for both informational and training purposes. Staff frequently host events for in-person interactive opportunities. **Our teachers convene monthly for PLC and Grade Span group meetings to share best practices for teaching as well as resources to continue to improve both virtual and independent learning experiences for students and their families.**

A summary of the feedback provided by specific educational partners.

Based upon a thorough analysis of the current school wide Climate Survey, **the results indicate a tremendous increase in educational partner feedback, approximately 95% increased response rates. In the 2022-23 school year, survey responses increased to 1,751 responses submitted (903 parents, 417 students, 431 staff) 75.7% of parents surveyed strongly agree that their child(ren)'s teachers know how they best learn. 43.7% strongly agree that their child(ren) feels safe and connected to the school. 51.5% strongly agree that State standards / I Can statements are being taught to students, including English language learners, students with disabilities, and those who are gifted. Among students who were surveyed, 82.0% agree that they feel safe and connected to school. 57.1% strongly agree that their school provides a good education for them. 64.0% strongly agree that their school provides the materials necessary to learn and meet their educational needs. Staff that completed the survey said the following. 94.0% of staff agree that school administrators provide support when needed. 93.1% agree that school staff respects and embraces diversity. 92.1% agree that students respect their teachers and staff. 84.9% agree that the school provides a personalized learning environment for their students. 97.9% agree that their school is a safe place to work. 94.6% agree that the school provides their families with the information and resources necessary to support their learning. Finally, 95.3% agree that they feel safe and connected to the school.**

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on feedback and input from our school climate surveys, one of the topic areas to be addressed was the need for additional training and support for our homeschooling families. Blue Ridge responded by planning to increase engagement with families. This included the following: fostering partnerships with existing parents of homeschooled students, **credentialed and classified staff, who support in the organization and facilitation of events such as Back to School training, New Parent Orientation, and end-of-year Planning sessions geared towards preparing for the next school year. Family liaisons**, existing parents, and other dedicated staff continue to support and maintain the valuable connections made with incoming families by providing ongoing opportunities for families to participate in school-wide events. These staff presented families with the option to utilize them as a resource, emphasizing an open door policy throughout the year.

During the year, Blue Ridge Academy **Family Liaisons and the E3 Parent Summit** hosts targeted informational sessions and professional development workshops for parents and teachers to improve confidence, accountability, student engagement, and performance. Events are scheduled in advance. Location, date, and time details are widely publicized, in addition to frequent reminders provided through email, learning period meetings, staff development, and PLCs. To increase attendance and participation of educational partners, ease of access to these events continues to be a primary goal. Educational Partners are given the option of attending virtual or in-person events. Many of the training sessions are recorded to allow us to reach more of our families and students, which also encourages ease of playback and review. Educating parents through ongoing workshops, training, and professional development focused on strategies parents can use to support their student in achieving academic goals and reaching state benchmarks also occur through the E3 Summit and Curriculum Information Sessions. Once a month, the E3 Parent Sessions are facilitated by experienced homeschool parents and **General Education teachers** to equip, engage, and empower continued partnerships and student-centered discussions. Our interactions with families are frequent and relevant to the needs of our school.

This Special Education **teachers and Pupil Services certificated and classified** department also hosts a virtual Open House event to further inform families and showcase student work, programs, and support. Throughout the year, Learning Coaches can showcase their favorite curriculum during a monthly subject-specific meeting hosted by the family liaisons. A virtual “coffee chat” meeting is held twice a month for parents and guardians to discuss success and concerns or share ideas. Blue Ridge Academy also offers a prospective parent session during the Spring semester before students enroll for the following school year. We continue to host successful in-person community connection events and field trips.

Maintaining connections with families in the virtual homeschool learning environment continues to be a primary focus area, so we have incorporated translation support for speakers of languages other than English. Currently, we offer enrichment activities through a new partnership with WorldOver tutoring. Thus, starting at the beginning of the school year and maintaining them throughout the year with regularly scheduled meetings (Learning Periods meetings, IEPs) and informal check-ins (phone calls, emails)

Counselors and Success Coordinators partner to curate information sessions to guide students in planning their post-secondary plans, whether this direction leads to the student furthering their education or honing in on future employment/career aspirations.

Additionally, to further increase our engagement with non-duplicated students (those identified as Foster Youth, homeless, and/or English Learners), Blue Ridge has hired a **full-time MTSS counselor** to serve those students identified as Foster Youth or who are currently experiencing homelessness. Our **English Language Coordinator** has developed a Scope & Sequence plan for all English classes to more

effectively measure and collect data on EL student progress towards mastery of English. These students now have a clearly defined path towards redesignation and reclassification.

Goals and Actions

Goal

Goal #	Description
Goal 1	Ensure all students receive access to high-quality instruction by ensuring teachers are fully credentialed and students have access to standard aligned instructional materials.

An explanation of why the LEA has developed this goal.

Maintenance Goal Description: Focused on improving performance across the wide range of metrics indicated below.

LCFF Priorities addressed: 1, 4, and 7

LCFF Priority 1: Basic: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

Maintenance Goal Explanation: This goal addresses the need to ensure that teachers are appropriately credentialed and assigned, including providing appropriate instructional material for all students:

*Priority a.1, a.2, a.3: metric page 18

LCFF Priority 4 and 7:

Pupil Achievement and course access:

*Priority d.1, d.2, d.3, d.4, d.5, d.6, d.7, d.8: metric pages 20-27

*Priority g.1, g.2, g.3: metric pages 28-29

To ensure that our highly qualified staff are working with families and imparting knowledge of research-based curriculum, General Education Teachers/Home School Teachers (HST) review the student’s grade level ‘I Can Statements’ to align and document monthly learning period meetings by entering assignments and work record progress in the School Information System (SIS). HSTs also review the student’s body of work during every learning period to ensure the student is meeting progress expectations and determining immediate support for students that are and could become on watch as a low-performing student. HSTs review benchmark assessments through Star 360 to set goals at the beginning of the year and review those goals at the end of the year once the student has completed the spring benchmark assessment for the Star 360. Teachers continually review student progress throughout the year through formative assessments and systematic check-in

procedures to ensure they are monitoring and assessing the needs of students and determining additional supports for low performing students. The HST will work with the parent to review the student's assessment results and discuss intervention support as needed. We continue to encourage, welcome, and advocate for our educational partners' feedback and input in our school goals. Influenced by our educational partners, this goal was also developed by feedback from our parents, staff, and students. As a school, we are committed to ensure the success of our students. We continue to further increase our online learning options for students and families. This includes giving families supported information to research the learning avenues and paths that best meet their child's learning needs. Our curriculum team has made accessing curriculum options easier for families to understand, also providing several opportunities for both parents and teachers to learn about various curriculum and the learning modalities they are best suited for. We have created more learning opportunities for students to work directly with their Home School Teachers (HST) in small group settings daily, providing synchronous instruction, while working on various skills and developing academic learning and exposure. We have developed easier access to the core standards for families, assuring they are able to understand and use the core state standards to choose and implement lessons and learning. Families have direct access to various curricula that are based on state academic standards and the continuous support of their HSTs to help them locate and use these standards-based curricula. As a school, we are committed to supporting our families and parents. We have created more opportunities for our families to have access to our administration team through weekly zoom connections, coffee chat time with other families and teachers, opportunities for them to receive support, ask questions, vocalize their concerns and celebrate their successes. With engaging and interactive instructional and curriculum support provided for students and families, data below indicates Blue Ridge Academy's statewide test performance in the areas of English Language Arts and Math, including our growth plan goals. This goal is designed to provide excellence in teaching and learning by meeting the needs of each student through the work of our highly qualified certificated and classified personnel.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
State Priority 1 Teachers assigned appropriately, standards aligned, facility. a.1.Appropriately assigned fully credentialed teachers	100% of teachers are appropriately assigned and credentialed * baseline modified from previous LCAP	100% of teachers are appropriately assigned and credentialed	100% of teachers are appropriately assigned and credentialed		Maintain 100% of teachers appropriately assigned and credentialed
a.2.Access to standard aligned instructional material	100% of students have access to standard aligned instructional material	100% of students have access to standard aligned instructional material	100% of students have access to standard aligned instructional material		Maintain 100% of students to have access to standard aligned instructional material
a.3.Facilities maintained in good repair	All facilities maintained in good repair	All facilities maintained in good repair	All facilities maintained in good repair		Maintain all facilities remain in good repair

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
State Priority 4 Pupil Achievement d1. Performance on Statewide assessments CAASPP: Overall Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 52.54% Met or Exceeded Standards Math 31.58% Met or Exceeded Standards	ELA 48.72% Met or Exceeded Standards Math 31.14% Met or Exceeded Standards	Data not yet available on California Dashboard Data not yet available on California Dashboard		ELA Goal 62% Math Goal 42%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d1. CAASPP: Hispanic Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 46.41% Met or Exceeded Standards 25.08% Met or Exceeded Standards	ELA 41.79% Met or Exceeded Standards Math 21.02% met or Exceeded Standards	Data not yet available on California Dashboard Data not yet available on California Dashboard		ELA Goal 56% Math Goal 35%
d1. CAASPP: African American Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 39.37% Met or Exceeded Standards Math 15.87% Met or Exceeded Standards	ELA 36.96% Met or Exceeded Standards Math 17.99% Met or Exceeded Standards	Data not yet available on California Dashboard Data not yet available on California Dashboard		ELA Goal 49% Math Goal 25%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d1. CAASPP: English Learners Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 26.19% Met or Exceeded Standards Math 19.05% Met or Exceeded Standards	ELA 30.77% Met or Exceeded Standards Math 20.00% Met or Exceeded Standards	Data not yet available on California Dashboard Data not yet available on California Dashboard		ELA Goal 36% Math Goal 29%
d1. CAASPP: Foster Youth/Homeless Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 63.16% Met or Exceeded Standards Math 21.05% Met or Exceeded Standards	ELA 33.33% Met or Exceeded Standards Math 33.34% Met or Exceeded Standards	Data not yet available on California Dashboard Data not yet available on California Dashboard		ELA Goal 68% Math Goal 26%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d1. CAASPP: Low Income Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 43.64% Met or Exceeded Standards Math 22.72% Met or Exceeded Standards	ELA 41.43% Met or Exceeded Standards Math 22.17% Met or Exceeded Standards	Data not yet available on California Dashboard Data not yet available on California Dashboard		ELA Goal 53% Math Goal 32%
d1. CAASPP: Students with Disabilities Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 28.31% Met or Exceeded Standards Math 12.73% Met or Exceeded Standards	ELA 23.79% Met or Exceeded Standards Math 11.18% Met or Exceeded Standards	Data not yet available on California Dashboard Data not yet available on California Dashboard		ELA Goal 38% Math Goal 22%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d2.Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. Grade: 12 Source: CALPADS	18.9% (31/164 12th grade students)	26.2% (51/194 12th grade students) 6.3% increase	Data not yet available on California Dashboard Data not yet available on California Dashboard		Goal: 30%
d3. Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. Grades: 9-12 Source: CALPADS	3 CTE completers or .25% (3/1183 high school students)	3 CTE completers or .24% (3/1208 high school students) .1% decrease	Data not yet available on California Dashboard Data not yet available on California Dashboard		Goal: 1%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d4.Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. Grades: 9-12 Source: CALPADS	1.5% (18 total)	2.7% (33 total) 1.2% increase	Data not yet available on California Dashboard Data not yet available on California Dashboard		Goal: 3%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d5.Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board. Source: ELPAC through TOMS	63.7% (44/69)	62.6% (42/67) 1.1% decrease	Data not yet available on California Dashboard Data not yet available on California Dashboard		Goal: 65%
d6.English learner reclassification rate. Source: ELPAC through TOMS	29.7% (30/101 EL students)	31.3% (27/86 EL students) 1.6% increase	Data not yet available		Goal: 34%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d7. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Grades: 9-12 Source: CollegeBoard	1 student only or .08% (3 students total took the AP exam out of all high school students)	3 students only or .24% (5 students total took the AP exam out of all high school students) .56% increase	Data not yet available		Goal: 1%
d8. Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. Grades: 4 and 5 year cohort Source: SIS School Pathway	19.5% Prepared (38/195)	28.8% Prepared (66/229) 9.3% increase	Data not yet available on California Dashboard		Goal: 35%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
State Priority 7 Pupil Achievement g1. Course Access: Students have access and are enrolled in a broad course of study Source: SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study * baseline modified from previous LCAP	Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study	Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study		Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) Maintain a rate of 100% of students having access to a broad course of study Maintain a rate of 100% of SWD and unduplicated students having access to a broad course of study

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023 Current data/updated as of Spring 2023 for all areas	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
g2. Programs and services developed and provided to unduplicated pupils Source: SIS School Pathway and review of Master Agreements:	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services		Maintain a rate of 100% of unduplicated pupils; English learner, low income, and foster youth student populations having access to all broad course of study, programs, and services
g3. Programs and services developed and provided to individuals with exceptional needs Source: SIS School Pathway and review of Master Agreements:	100% of programs and services developed are provided to individuals with exceptional needs	100% of programs and services developed are provided to individuals with exceptional needs	100% of programs and services developed are provided to individuals with exceptional needs		Maintain rate of 100% of programs and services developed to be provided to individuals with exceptional needs

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development - student achievement & resources	Monthly Teacher professional development focused on understanding state academic standards and integrating them into classes, instructional material, educational support for students, sharing and implementing best practices strategies and resources related to an independent/virtual learning environment: Additional funding provided towards training for staff. This will include opportunity for staff to attend conferences that include learning opportunities for topics that will help to support teacher growth and development for instruction and strategy implementation for all students including SWD and unduplicated students. Conferences will also focus on building school spirit and positive school culture, which may include diversity training, among other topics.	\$60,000 Increased	Y
1.2	Parent Resources	Monthly parent meetings (in addition to the regular HST Learning Period Meetings) focused on understanding state academic standards and their relation to the education of their children. Newsletter parent reminders for SELPA facilitated Community Advisory Committee (CAC) providing parent resource meetings and support for students with disabilities.	\$63,205.98	Y
1.3	Equitable Access	Provide access to all necessary technology and instructional material/subscription essential to learning in an online format and communicate availability. Grade Level Targeted Instruction Bookshelf Virtual Library - MyOn (Renaissance)	\$3,694,359.22	Y

Action #	Title	Description	Total Funds	Contributing
1.4	Content Specialist Expansion	Content Specialists focus on provision of specific subject supports. As subject matter experts, emphasis is placed on student achievement in specific subject areas. Expansion of additional Content Specialist support in high school. Addition of two Content Specialists to further support the need to expand targeted instruction and tutoring for high school students. Additional content areas for Spanish and VAPA. Current subjects include Math, History, Science, and ELA.	\$850, 192	Y
1.5	Teacher Credential Programs	Increase awareness of teacher induction and credential clearing programs through Riverside County Office of Education. Awareness including expansion of topic areas, training, and information sessions to be provided to credentialed staff.	\$46,488	Y

Goal Analysis for [LCAP Year]

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.

Professional Development (student achievement & resources)

A substantive difference in planned and actual implementation was our focus to ensure that 100% of Blue Ridge teachers continue to remain credentialed and receive increased direct support from their Regional Coordinators, Program Specialists, Assistant Directors, and Directors. Teachers attend Professional Learning Communities (PLCs) with their teams to share and implement best practices, strategies, and resources related to an independent learning environment that drives student achievement. In addition to the support received by their Directors, Assistant Directors, Regional Coordinators, and Program Specialists, increased support has also been heavily implemented for direct opportunities for credentialed and classified staff to be mentored through the Transformational Leadership program. This is offered by Directors throughout the school year as an added layer of support for working toward meeting their professional development goals. In addition, SELPA administrators and staff offer training to our special education staff/team.

The High School department hired two additional Content Specialists in the areas of Visual and Performing Arts (VAPA) and World Language in Spanish. The new Content Specialists began supporting students with the rest of the team and have helped students to gain a better understanding in these courses and working toward meeting their A-G graduation requirements.

Our induction program supported candidates through the Center For Teacher Innovation Induction program. Candidates planned cycles of inquiry throughout the year for evidence of growth and progress in teaching and professionalism. The program increased from 15 candidates to 17 candidates in the 2022-23 school year. The program includes weekly meetings between the coach and candidate, observations, and reflections. Candidates submit evidence of application for focused cycles of inquiry using the California Teaching Performance Expectations and a year end digital reflection. The objective is for candidates to engage and support all students in learning through the California Standards for the Teaching Profession.

Parent Resources

The Family Liaison provides parent information sessions that have been held throughout the school year. These sessions involve the benefits of testing, state testing information, charter renewal requirements, test preparation resources, navigating high school, tips for supporting students with mental health concerns, and reading and writing strategies for homeschooling students. Parents have received newsletter reminders for the Special Education Local Plan Area (SELPA) containing resources and support for students with disabilities.

Blue Ridge offered the following four new free online subscriptions available to TK-12th grade students: BrainPOP Science for grades 6-8, CA K-12 Digital Resources for grades K-12, IXL for grades 6-8, and Newsela for grades 3-12. In addition, students have access to Adobe Creative Cloud, BrainPOP, BrainPOP Jr, BrainPOP ELL, Digital Theater, Grammarly for Education, MobyMax, Net Tutor, NetTA, and Touch Type Read Spell. Teachers are able to create class lists and monitor student engagement with MobyMax and BrainPOP.

Equitable Access

The **District English Learner Advisory Committee (DELAC)** now provides a translator at the public meetings and translates all materials and resources including presentation slides, recordings, and newsletters. Blue Ridge hired a Foster Youth and Homeless Coordinator to support students in need of financial assistance, and families who were not able to purchase a cap, gown, and tassel for graduation received these items at no cost.

Teachers are trained to administer the ELPAC and receive access to various supports to ensure their students are fully prepared to take the assessment in the spring. The EL Coordinator provides direct, live instruction each week to English Learners. In 2020-21, 29.7% of Blue Ridge English Learners reclassified and an additional 1.6% students reclassified in 2022-23.

Technology items such as Chromebooks, printers, laptops, and iPads, have been decreased at a lower cost to help students acquire devices while also being able to utilize their funding to go toward tutoring, enrichment, and curriculum materials.

Special Education students receive laptops and additional technology based on the requirements outlined in their Individualized Education Plans (IEP). Blue Ridge provides access to Assistive Technology specialists who support students with special needs. Additionally, during the 2022-2023 school year, special education students identified with additional needs due to remote learning received RemoteGo tablets, stylus pens, and Docu-Cams to aid in their learning and to continue addressing the learning recovery needs. IEP accommodations are also built into reading, for example, to help students that require additional accommodations, such as text-to-speech during testing and during academic instruction.

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.

Blue Ridge Academy has continued to make progress towards the outlined goals. Hence the need to continue with the implementation of the proposed actions in our drive for efficient and consistent improvement. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies.

Action item 1.1 “Professional Development - Student Achievement & Resources” implementation was budgeted at \$56,000. For improved services, this budget has increased to \$60,000.

Action item 1.2 “Parent Resources” implementation was budgeted at \$63,205.98.

Action item 1.3 “Equitable Access” implementation was budgeted at \$2,194,359.22. For improved services, this budget has increased to \$3,694,359.22.

Action item 1.4 “Content Specialist Expansion” implementation was budgeted at \$850,192.

Action item 1.5 “Teacher Credential Programs” implementation was budgeted at \$46,488.

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

All students are supported by fully credentialed teachers. All students have daily opportunities to engage in live interaction and instruction with certified teachers. Content Specialists support high school students in core subjects including Math, Science, English, and Social Sciences. Additional Content Specialists were hired this year in the areas of Spanish and VAPA. Our online partner ‘World Over’ offered free tutoring services to kindergarten through twelfth grade students in a 1:1 setting. 253 students have signed up for the free sessions and to date over 7000 sessions have been administered.

Special Education teachers received intervention training in “Orton Gillingham”. The strategies provided teachers with tools and conceptual knowledge to support students with a high need in the area of reading. Our general education teachers utilize data from the benchmark Star 360 tests to help analyze ELA scores to provide effectiveness of the reading training in conjunction with additional reading programs utilized by the Learning Coach.

Surveys and feedback were requested from all educational partners to gain insight on which online subscriptions were being utilized and enjoyed by the students for future purchasing ensuring continuous access to standard aligned instructional materials

An increase of English Learners were redesignated in 2021-2022 by 1.6% The EL coordinator has ongoing training and monthly meetings with the administrative personnel to ensure EL students are supported and the effectiveness in the EL synchronous instruction program.

More students had access to technological devices and helped the SPED students gain virtual access to services.

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.

Blue Ridge Academy plans to continue addressing student performance by introducing the addition of Grade Level Targeted Instruction Bookshelf material to be provided across each grade span. This focused emphasis is to ensure that academic achievement will be effectively addressed primarily in the areas of ELA and Mathematics.

We plan to add a full time Foster Youth/ Homeless Coordinator. As of now we have a Part Time Foster Youth/Homeless Coordinator. This plan resulted from reflections on prior practice and additional plans of implementation for increased and improved services for our high needs students.

The EL Coordinator presents weekly classes to target EL development. Increased support in ELPAC writing test strategies is needed towards continued progress for EL students based on the reflections of the metrics and a focus on improved services for our English Learners. The EL Coordinator will research a new curriculum targeting further support for EL students.

Increased hiring of credentialed Special Education Itinerant Teachers and in-house Assessment Team staff to continue to provide efficient and effective services for our students with disabilities.

Goal

Goal #	Description
Goal 2	Provide appropriate tiered intervention supports that promote and sustain positive social emotional development as well as increased academic intervention for struggling students.

An explanation of why the LEA has developed this goal.

Focus Goal Description: Focused on improving performance with targeted supports for struggling students.

LCFF Priority 2: Implementation of academic content and performance standards adopted by SBE.

*Priority b.1, b.2: metric pages 37-40
*Priority h 1, metric page 40

Focus Goal Explanation: This goal addresses the school’s continued emphasis on pupil achievement and outcomes with emphasis placed on student performance on standardized tests, increase in programs offered ensuring students are college and career ready, increase of English Learners becoming English proficient and reclassification rates increasing. In addition, targeted focus on student instruction,

supports, instruction, and progress monitoring for English Learners, Foster/Homeless Youth, Students with Disabilities, and Low Income students.

Over the past couple of years, Blue Ridge Academy has worked extensively with all educational partners to encourage feedback regarding our school policies and programs as well as the curriculum and support provided to all students. These efforts have clearly shown in our most recent Local Climate survey, where survey results increased by more than 100% overall, with a total of 1,751 responses by parents, students, and staff combined. Local Climate survey results indicate that 75.7% of parents surveyed strongly agree that their child(ren)'s teachers know how they best learn. 43.7% strongly agree that their child(ren) feels safe and connected to the school. 51.5% strongly agree that State standards/I Can statements are being taught to students, including English language learners, students with disabilities, and those who are gifted. Among students, 82.0% agree that they feel safe and connected to school. 57.1% strongly agree that their school provides a good education for them. 64.0% strongly agree that their school provides the materials necessary to learn and meet their educational needs. 94.0% of staff agree that school administrators provide support when needed. 93.1% agree that school staff respects and embraces diversity. 92.1% agree that students respect their teachers and staff. 84.9% agree that the school provides a personalized learning environment for their students. 97.9% agree that their school is a safe place to work. 94.6% agree that the school provides their families with the information and resources necessary to support their learning. 95.3% agree that they feel safe and connected to the school. While participation among educational partners has increased from year to year, Blue Ridge will continue to foster more opportunities for all educational partners to provide feedback and share input on how the school can best support its students throughout the school year. Some of the ways involve holding live sessions, recorded presentations, and open communication via newsletters and parent bulletins.

While student participation in, and student performance on our formative internal diagnostic STAR360 assessments increased from 2019-20 to 2020-21 by 3%, the 2021-22 and 22-23 data indicates a tremendous increase to 98% participation. We continue to focus on a goal to see an improvement in alignment of results to those of the state-wide testing.

98% of students participated in completing the Star 360 benchmark assessments. While this participation percentage remained the same in 2020-21, there was a significant increase in enrollment with over 400 more students from the previous year. In the area of Math, Reading, and Early Literacy, 70% of students ranked at/above benchmark. This is a significant decrease of 5% from the 2020-21 school year, where 75% of students ranked at/above benchmark in all benchmark assessments. For the 2021-22 school year, 64% of Hispanic students scored at/above benchmark in Math and Reading, and 56% in Early Literacy, while 58% of African American students scored at/above benchmark in Math, 62% in reading, and 47% in Early Literacy. Additionally, 67% of English Learners scored at/above benchmark in Math, 59% in Reading, and 32% in Early Literacy. 66% of Socioeconomically Disadvantaged students scored at/above benchmark in Math, 67% in Reading, and 55% in Early Literacy. Blue Ridge will continue to focus attention on closing the achievement gap and ensuring further support is provided to our struggling students, whilst working closely with Learning Coaches in the delivery of tier 1 instruction with fidelity.

For the 2020-21 school year, Blue Ridge students participated in completing state testing. While the US Department of Education waived accountability and reporting requirements for the California Dashboard, Blue Ridge students took part in completing the statewide

assessments for the California Assessment for Student Performance and Progress (CAASPP) and California Alternative Assessment (CAA) as well as the California Science Test (CAST). The CAASPP At a Glance results shows that 52.54% of all students met or exceeded standards for English Language Arts (ELA) and 31.58% of students met or exceeded standards for Mathematics. Though these metrics have increased from the previous year, only 76% of Blue Ridge students participated in statewide assessments.

According to the data for CAASPP English Language Arts (ELA), 40% of English Learners scored Standard not Met, or Level 1, 33% scored Nearly Met, or Level 2, 23% scored Standard Met, and 2.38% scored Standard Exceeded. 56.36% of Socioeconomically Disadvantaged students Nearly Met/Not Met Standards while students with disabilities performed 71.69% Standard Nearly Met/Not Met. CAASPP Mathematics data showed 80.96% of English Learners scored Standard Nearly Met/Not Met; Socioeconomically Disadvantaged students indicated 77.28% of students in this sub-group scored Standard Nearly Met/Not Met. Students with disabilities indicated that 87.27% of students scored Standard Nearly Met/Not Met.

In the Race and Ethnicity report for 2020-21 CAASPP ELA data, 53.6% of Hispanic students scored Standard Nearly Met/Not Met and 46.41% scored Standard Met/Standard Exceeded. In Math, 74.92% scored Standard Nearly Met/Not Met and 25.08% of students scored Standard Met/Standard Exceeded. African American student data for ELA indicated 60.64% scored Standard Nearly Met/Not Met and 39.37% scored Standard Met/Standard Exceeded. In Math, 84.12% of African American students scored Standard Nearly Met/Not Met and 15.87% scored Standard Met/Standard Exceeded.

Based on this data, appropriate tiered intervention support will continue to be provided to Blue Ridge students.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
State Priority 2 Implementation of the academic content and performance standards adopted by the state board b1. The implementation of state board adopted academic content and performance standards for all students Star 360: Overall Grades TK-11 Star 360 benchmark assessments (ELA, Math, Early Literacy) Source: Renaissance	At/Above Benchmark 75% * baseline modified from previous LCAP	At/Above Benchmark 70% 5% decrease	At/Above Benchmark Early Literacy 81% Math 74% Reading 73%		At/Above Benchmark Goal 85%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
b1. Star 360: Hispanic Grades TK-11 Star 360 benchmark assessments (Early Literacy, Math, Reading) Source: Renaissance	Early Literacy 53% Math 64% Reading 47%	Early Literacy 56% Math 64% Reading 64%	Early Literacy 81% Math 68% Reading 67%		Early Literacy goal 63% Math goal 80% Reading goal 59%
b1. Star 360: African American Grades TK-11 Star 360 benchmark assessments (Early Literacy, Math, Reading) Source: Renaissance	Early Literacy 53% Math 64% Reading 47%	Early Literacy 47% Math 58% Reading 62%	Fall Only (MM is still working on Spring data) Early Literacy 70% Math 63% Reading 62%		Early Literacy Goal 55% Math Goal 74% Reading Goal 57%
b1. Star 360: English Learners Grades TK-11: Star 360 benchmark assessments (Early Literacy, Math, Reading) Source: Renaissance	Early Literacy 71% Math 55% Reading 49%	Early Literacy 32% Math 67% Reading 59%	Early Literacy 63% Math 42% Reading 32%		Early Literacy Goal 81% Math Goal 65% Reading Goal 59%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
b1. Star 360: Foster Youth Grades TK-11 Star 360 benchmark assessments (Early Literacy, Math, Reading) Source: Renaissance	Early Literacy 66.5% Math 50% Reading 46.5%	Early Literacy 100% (1 student) Math 42% Reading 67%	Early Literacy 56% Math 75% Reading 75%		Early Literacy Goal 76% Math Goal 60% Reading Goal 56%
b1. Star 360: Low Income Grades TK-11 Star 360 benchmark assessments (Early Literacy, Math, Reading) Source: Renaissance	Early Literacy 79% Math 68% Reading 76%	Early Literacy 55% Math 66% Reading 67%	Early Literacy 73% Math 69% Reading 68%		Early Literacy Goal 89% Math Goal 78% Reading Goal 86%
b1. Star 360: Students with Disabilities Grades TK-11 Star 360 benchmark assessments (Early Literacy, Math, Reading) Source: Renaissance	Early Literacy 52.5% Math 44.5% Reading 45%	Early Literacy 36% Math 47% Reading 48%	Early Literacy 55 % Math 46% Reading 44%		Early Literacy Goal 62% Math Goal 54% Reading Goal 55%

b2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency Source: Blue Ridge Academy EL Tracker data	School internal data tracker and attendance shows that English Learners receive 60-120 minutes weekly in designated ELD standards and the school has ELA Curriculum/subscripti on programs with integrated ELD.	School internal data tracker and attendance shows that English Learners receive 60-120 minutes weekly in designated ELD standards and the school has ELA Curriculum/subscriptio n programs	School internal data tracker and attendance shows that English Learners receive 60-130 minutes weekly in designated ELD standards and the school has ELA Curriculum/subscripti on programs, in addition, parent check-ins.		Maintain baseline data. English Learners receiving 60-120 minutes weekly in designated ELD standards and provision of ELA Curriculum/subscripti on programs.
h1. Other Pupil Outcomes *Source: LP meetings	Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.	Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. Data: Teacher Required progress Student/Parent Learning Period Meetings to be held in school year: 8 cycles	Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. Data: Teacher Required progress Student/Parent Learning Period Meetings to be held in school year: 8 cycles		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development - Provision of student support through MTSS	Monthly Teacher and Stakeholder professional development focused on implementing appropriate student academic support through a tiered system of support (commonly referred to as a Multi-Tiered Support System or MTSS). This Action speaks to helping all staff and parents to understand the MTSS process including who plays what role to provide a coordinated approach to supporting student needs for struggling students and students with exceptional needs. Understanding the California Dashboard ELA and Math scores through PLC meetings. Additional hiring: 504 Coordinator	\$ 179,007.48	Y
2.2	Administration of diagnostic assessments	Administer diagnostic assessments (STAR 360) and associate staff professional development to identify and support students including students with disabilities who score below grade-level proficiency in ELA and Math. This Action includes training staff to understand, interpret, and use of STAR 360 results.	\$ 120,000	Y

Action #	Title	Description	Total Funds	Contributing
2.3	Provision of targeted support to meet proficiency	Provide target academic support for students who are not meeting proficiency on state assessments (ELA and Math). While Action 1 speaks to our overall support structure, this goal is specific to understanding and using the CAASPP and STAR 360 results to guide curriculum and academic support Test prep funds to include training for staff members which will incorporate outside professional development training for staff. Three additional Intervention Teachers in the areas of Math, Reading, and Writing.	\$ 1,278,800	Y

Action #	Title	Description	Total Funds	Contributing
2.4	Targeted focus for SWD, EL, FY and LI students	Regular staff professional development focused on the educational and social emotional needs of English Learners (EL), Students with Disabilities, Foster Youth, and Low-income students. An additional MTSS counselor will be hired for the upcoming school year, this will include an additional Social Emotional Learning curriculum 'Positive Action'. This will enable the staffing ability to provide weekly tier 1 lessons for students under PBIS. Special education services continue to remain a priority for students with disabilities. Expanded focus will be placed on addressing the learning loss experienced due to the COVID-19 pandemic for students with disabilities. The emergency changes leading to alternative placements and service delivery models require the continuous analysis and implementation of strong effective, efficacious and consistent programs for our students. Emphasis has also been placed on additional parent support in the area of mental health counseling to further equip and support our families with the challenges they are faced with when supporting their children and students' necessary transitions. Software program utilizing a more robust and efficient software tool to track MTSS and support services data. This will aid in continued development of our instruction, services, and resource strategies. An additional Foster Youth/Homeless Counselor will be hired for the upcoming school year. This will enable targeted focus in provision of counseling and resources for foster youth and homeless students, including their guardians/parents to access student education and materials. In addition to social emotional support.	\$2,146,673.43	Y

Goal Analysis for [LCAP Year]

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.

Professional Development - Provision of student support through MTSS

A substantive difference in planned and actual implementation was our focus to ensure that Blue Ridge partnered with a new data organizing company called Multiple Measures (MM). MM reports help Blue Ridge staff to identify achievement gaps and better support students with differentiated learning and guiding instruction for their families. All teachers are provided an account to help teachers analyze assessment information for their students. This program breaks down state assessments given so that teachers can see incremental growth or regression. Teachers can also look at progress of the year and see which students were high achieving or low achieving as well as whether they had growth or regression. This program allows teachers to see when a student may benefit from intervention sooner than by just looking at test scores and therefore address any issues before they become a larger problem.

Administration of Star 360 diagnostic assessments

Increased services: The Testing Team offered training for staff involving benchmark diagnostic testing known as Star 360 and how to pull and interpret data reports to share and discuss with their families, set learning goals, and track progress throughout the school year.

Parent and staff information sessions have been provided to all educational partners explaining our school’s data on state testing and diagnostic assessments as well as charter renewal requirements and talking points for increasing participation.

Blue Ridge provides monthly teacher professional development focused on increasing student success for all students with targeted instruction for struggling students. Student progress is monitored through state summative and formative assessments as well as assignment work records. This information helps the school address additional academic needs. Teachers have received professional development on Tier 1 interventions to support students who may struggle and need a little boost. Tier 2 interventions consist of small group intervention classes. Blue Ridge hired two additional intervention teachers to help with academic intervention support. This has allowed for more intervention classes to help low performing students.

Student Subgroup Support

In addition, Blue Ridge has two full-time counselors to help with the mental health of the students. The school has received a large increase in referrals to the mental health team and has been able to help a large number of students. Blue Ridge also has two Social Emotional Learning (SEL) programs available to all students.

Blue Ridge has addressed each of its action items from the previous LCAP, but needs to continue to work on academic support for all students who are not meeting proficiency on state assessments. Blue Ridge needs to continue to focus on the academic and social emotional needs of English Learners, Students with Disabilities, Foster Youth, and Low-Income Students. Blue Ridge has now focused a budget to hire a full time Foster Youth/Homeless Counselor.

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.

Blue Ridge Academy has continued to make progress towards the outlined goals. Hence the need to continue with the implementation of the proposed actions in our drive for efficient and consistent improvement. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies.

Action item 2.1 “Professional Development - Provision of Student Support through MTSS” implementation was budgeted at \$79,007.48. For improved services, this budget has increased to \$179,007.48.

Action item 2.2 “Administration of Diagnostic Assessments” implementation was budgeted at \$120,000.

Action item 2.3 “Provision of Targeted Support to Meet Proficiency” implementation was budgeted at \$1,008,800. For improved services, this budget has increased to \$1,278,800.

Action item 2.4 “Targeted Focus for SWD, EL, FY and LI Students” implementation was budgeted at \$1,713,073.43. For improved services, this budget has increased to \$2,146,673.43.

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

The Pupil Services department continues to focus on efficiency in providing resources for educational partners. The additional hire of a second full time Mental Health counselor and two additional intervention teachers has provided tremendous support and assistance for all students, parents, and staff, without the need for a waitlist, and in all academic content areas.

Teachers participate in monthly professional development geared towards helping all students with tier 1 support. The Special Education and Pupil Services has placed emphasis this year on the provision of professional development and strategic support for the general education teachers and parents in working alongside each student. Blue Ridge has increased professional development by training all teachers on how to support students who may be struggling academically. With professional development, Blue Ridge has raised awareness of services offered to all students to try and help before moving to tier two intervention services which include small group intervention classes. In addition, all students have access to tutoring services at no cost to aid in areas of deficiency.

The Mental Health team has received 202 referrals as of March 2023. This is an increase of 8% from last year. Blue Ridge had one full-time and one part-time counselor last year. We increased it this year to two full-time counselors and have been able to support more students. Blue Ridge plans to hire a third counselor in the upcoming year, with a focus on support for our low-income and homeless/foster youth. In addition, Blue Ridge has adopted a second social-emotional program to help with the mental health of all students. Blue Ridge has a new mental health curriculum program that has been implemented and it is called Positive Action. It is geared towards the positive development of individuals, families, and communities. Positive Action is a nationally recognized program that has been proven to be effective. We want all

our students to be successful, so we are excited to introduce this program to our parents and educate them about it, and they can help to introduce it to their students at their various homes. Positive Action gives all students the motivation and skills to be happy and successful in school and in life. All grade levels, climate and counseling programs, and family and community kits are based on a philosophy with two principles that help empower us to develop our potential for greatness, enabling an entire community to unite behind a common goal. 297 new students have been referred for SST/Intervention services for the 2022-2023 school year as of March 2023. In addition, we have increased participation in our intervention class cycles. Cycle 1 increased by 62%, Cycle 2 by 21%, Cycle 3 by 11%, Cycle 4 by 20%, Cycle 5 by 9%.

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.

- Increase translation services for EL families and provide more resources reviewed by DELAC including writing.
- Hire a third full-time mental health counselor to focus on homeless and foster youth students.
- Additional training for teachers to understand how to use Multiple Measures to communicate student progress and analyze data.
- Increase the number of test participants for STAR 360 and CAASPP

Goal

Goal #	Description
Goal 3	Create systems and structures that provide multiple personalized learning paths to increase the cohort graduation rate and College and Career Readiness to close the achievement gap.

An explanation of why the LEA has developed this goal.

- Broad Goal Description:** Focused on improving performance across the wide range of metrics indicated below.
- Broad Goal Explanation:** This goal addresses the need to ensure the following priorities are analyzed, implemented, and monitored; LCFF Priorities 4, 5, and 7. This Goal is related to the following California school priorities:
- o LCFF 4 - pupil successful completion of A-G and/or CTE pathways, passed AP Exams with a score of 3 or higher, and participation and demonstrate college preparedness
 - o LCFF 5 - High School Graduation Rates
 - o LCFF 7 - areas related to student access to state-adopted courses

*Priority d.8: metric pages 47-48

*Priority e.1, e.2, e.3, e.4, e.5: metric pages 44-46

*Priority g.1, g.2, g.3: metric pages 49-50

Blue Ridge provides multiple learning paths and opportunities for students to be fully prepared for college and career readiness as well as the workforce. One of the programs offered is Career Tech Education, or (CTE). This learning path is designed to prepare students for the world of work. Additionally, completion of a pathway helps pave the way to additional study after high school and possible employment while in college. Through their capstone course, students may have the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry certification opportunities. Another opportunity is the National Collegiate Athletic Association or NCAA. NCAA is a membership-driven organization dedicated to safeguarding the well-being of student-athletes and equipping them with the skills necessary to succeed in the playing, in the classroom, and throughout life. Another way for students to achieve academic success is to gain exposure to the academic challenges of college by doing concurrent enrollment where students can take community college courses while remaining high school students. Blue Ridge remains diligent in providing various opportunities for students to achieve academic success throughout their high school careers and beyond. In addition, middle school and high school students have full access to and are enrolled and monitored in a broad course of study that include all core subject areas such as English, Science, Mathematics, Social Science, Physical Education, Arts, Foreign Language. HSTs ensure monitoring progress during student LP meetings of course enrollment and expectations.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
State Priority 5 Pupil Engagement e5. Graduation Rate: Overall Grade: 12 Source: Blue Ridge Academy	157 out of 164 students graduated: 95.7% 206 out of 242 students graduated: 85.1% (this includes 10th-12th graders) per Data Quest * baseline modified from previous LCAP	181 out of 194 students graduated: 93.2% 2.5% decrease	Data not yet available		Goal 93%
e5. Graduation Rate: Hispanic Grade: 12 Source: Blue Ridge Academy	97.9%: 49 students	94.3%: 53 students 3.6% decrease	Data not yet available		Goal 98.4%
e5. Graduation Rate: African American Grade: 12 Source: Blue Ridge Academy	100%: 11 students	72.2%: 18 students 27.8% decrease	Data not yet available		Goal 94.8%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
e5. Graduation Rate: English Learners Grade: 12 Source: Blue Ridge Academy	0%: 0 students	75%: 4 students 75% increase	Data not yet available		Maintain or increase 2020-21
e5. Graduation Rate: Foster Youth Grade: 12 Source: Blue Ridge Academy	50%: 2 students	80%: 5 students 30% increase	Data not yet available		Maintain or increase 2020-21
e5. Graduation Rate: Foster Youth Grade: 12 Source: Blue Ridge Academy	50%: 2 students	80%: 5 students 30% increase	Data not yet available		Maintain or increase 2020-21
e5. Graduation Rate: Low Income Grade: 12 Source: Blue Ridge Academy	93.2%: 59 students	86.8%: 91 students 6.4% decrease	Data not yet available		Maintain 2020-21 rate 98.9%
e5. Graduation Rate: Students with Disabilities Grade: 12 Source: Blue Ridge Academy	76.6%: 30 students	50% 27 students 26.6% decrease	Data not yet available		Goal: 80%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
e1. School attendance rates Source: CALPADS	98.9%	99.6% 0.7% increase	Data not yet available		Maintain 2020-21 rate 98.9%
e2. Chronic absenteeism rates Source: Data Quest	0.6%	0.4%	Data not yet available		Goal: .4%
e3. Middle school dropout rates Source: Blue Ridge Academy	0%	Not available in CALPADS	Data not yet available		Maintain 2020-21 rate 0%
e4. High school dropout rates Source: CALPADS	10.33%	Not yet available in CALPADS	Data not yet available		Goal: 7%
State Priority 4 Pupil Achievement d8. College and Career Readiness: Overall Grade: 12 Source: Blue Ridge Academy	19.4% Prepared * baseline modified from previous LCAP	28.9% Prepared 9.5% increase	Data not yet available		20% Prepared

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d8. College and Career Readiness: Hispanic Grade: 12 Source: Blue Ridge Academy	18.3%: 60	23%: 65 4.7% increase	Data not yet available		97% Prepared
d8. College and Career Readiness: African American Grade: 12 Source: Blue Ridge Academy	8.3%: 12	10%: 20 1.7% increase	Data not yet available		Increase by 2%
d8. College and Career Readiness: English Learners Grade: 12 Source: Blue Ridge Academy	0%: 0	50%: 4 50% increase	Data not yet available		Increase by 2%
d8. College and Career Readiness: Foster Youth/Homeless Grade: 12 Source: Blue Ridge Academy	0%: 4	20%: 5	Data not yet available		Increase by 2%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
d8. College and Career Readiness: Low Income Grade: 12 Source: Blue Ridge Academy	6.6%: 60	27.1%: 103	Data not yet available		90% Prepared
d8. College and Career Readiness: Students with Disabilities Grade: 12 Source: Blue Ridge Academy	3.3%: 30	7.4%: 27 School Internal Transition Team data: -3 students were competitively employed -1 student enrolled in an adult work program -13 students enrolled in a community college/vocational school -9 student no response -1 student indicated "other"	Data not yet available		Increase by 2%

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
State Priority 7 Pupil Achievement g1. Course Access: Students have access and are enrolled in a broad course of study Source: SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study * baseline modified from previous LCAP	Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study	Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study		Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) Maintain a rate of 100% of students having access to a broad course of study Maintain a rate of 100% of SWD and unduplicated students having access to a broad course of study

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
g2. Programs and services developed and provided to unduplicated pupils Source: SIS School Pathway and review of Master Agreements:	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services		Maintain a rate of 100% of unduplicated pupils; English learner, low income, and foster youth student populations having access to all broad course of study, programs, and services
g3. Programs and services developed and provided to individuals with exceptional needs Source: SIS School Pathway and review of Master Agreements:	100% of programs and services developed are provided to individuals with exceptional needs	100% of programs and services developed are provided to individuals with exceptional needs	100% of programs and services developed are provided to individuals with exceptional needs		Maintain rate of 100% of programs and services developed to be provided to individuals with exceptional needs

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE Pathways & College & Career Readiness Professional Development	Professional development for teachers on the new CTE Pathways to then be able to inform the students and families of the different pathways and options available to students entering High School. Implement staff development related to college and career readiness including Students with Disabilities. Blue Ridge Academy's Special Education Plan (SEP) SEP goal includes additional department support to monitor and follow up with post-secondary students and a targeted transition program for college & career readiness. Additional hiring of High School Success Counselors (HSSC) and Content Specialists to support high school students in training general education teachers in various high school curriculum course options to further guide the students and their Learning Coach. Online Subscription focused on College & Career exploration (Pathful)	\$ 109, 274.08	Y
3.2	Using CAASPP & STAR360 data to guide academic support	Provide target academic support for students who are not meeting proficiency on state assessments (ELA and Math). This goal is specific to understanding and using the CAASPP and STAR 360 results to guide curriculum and academic support. A third Testing Coordinator will be hired in the 2022-23 school year to support parent outreach and CAASPP implementation. New Testing Coordinator as an addition to the Testing Team Additional Mr. D Math Test Preparation program	\$1,208, 000	Y

Action #	Title	Description	Total Funds	Contributing
3.3	Professional Development - English Learner & Social Emotional Learning	Regular staff professional development focused on the educational needs of English Learners (EL) and Social Emotional Learning (SEL) Addition of a new SEL PBIS program (Positive Action curriculum) and an additional counselor	\$69, 208.24	Y
3.4	Students with Disabilities: Certificate of Completion	Implementation of targeted Life Skills classes for SWD high school students on a Certificate of Completion track to further equip all students for career readiness, community college, and vocational opportunities. Additional Transition Teacher and Paraprofessional for the Adult Transition Program.	\$395, 150.01	Y

Goal Analysis for [LCAP Year]

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.

Professional Development

A substantive difference in planned and actual implementation was our focus to ensure that all planned actions involved a requirement on teacher training times that are allocated for the 2nd and 4th Wednesday of each month, ensuring increased teacher participation and attendance. Ongoing feedback is collected and reviewed by teams who are providing training sessions.

CTE Pathways

Teacher training for Career Technical Education (CTE) Pathways are available through both staff development and through the High School Success Coordinators on a regular basis through their weekly office hours. Families and teachers are provided with concurrent enrollment procedures and are encouraged to connect with the high school counselor to review student courses, progress, and scheduling for taking college courses to ensure the student is set up for success. Due to the ever-growing need for high school support from staff and families, Blue Ridge Academy has increased high school training to staff over the past few years and implemented opportunities for students to enroll concurrently with the community college for exposure to the academic challenges of college while remaining in their supportive high school environment as full-time students. CTE opportunities have also been provided to high school students and together both concurrent enrollment and CTE Pathway opportunities are available to students in grades 7-8 as well as 9-12 creating a supportive bridge from middle to high school.

College & Career Readiness

High School Counselors provide Individualized Graduation Plans (IGP) training and have worked to streamline the IGP templates to simplify the A-G goals for both parents and HSTs. This allows our educational partners to better understand the high school graduation requirements and preparation for UC/CSU entrance requirements. Counselors also send out bi-weekly newsletters on the 1st and 3rd Fridays of each month to families. Newsletters include contact information for student counselors, upcoming events, graduation as well as university entrance requirements, college and university announcements and deadlines, scholarship opportunities, career information in real-time, and even self-care tips and helpful links. Communication with families has been key, and our Counselors have remained consistent in providing college and career resources in their newsletters, office hours, and staff training and family presentations. Counselors also attend community events to connect directly with high school students and provide support in helping them to meet graduation requirements. Counselors host Career Week every year and invite community members to present their career roles with students. Blue Ridge has had a successful turnout every year, and students are given the space to ask questions and further their research in seeking career opportunities outside of their learning environment. Counselors also provide support to HSTs by attending their learning period meetings to review student courses as well as attend IEP meetings and provide 1:1 support to teachers when reviewing student individualized graduation plans (IGPs). Counselors also hold Calendly appointments with students on an as needed basis.

Increased and improved substantive differences also included the following: Graduation and Promotion ceremonies have been held in person at local universities. Participation has increased from the year 2021-22 and graduates have been encouraged to attend. High School Counselors and teachers have engaged in consistent follow-up to ensure students are eligible to walk in the ceremonies and pass their courses to complete their courses in time to earn their diploma by the end of the school year. Families have been notified via email, newsletters, and virtual student rehearsals. A survey went out to families asking for their input on how the ceremonies went and the Graduation and Promotion Committee reviewed the feedback and implemented new strategies to make the ceremonies even better for the following year.

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.

Blue Ridge Academy has continued to make progress towards the outlined goals. Hence the need to continue with the implementation of the proposed actions in our drive for efficient and consistent improvement. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies.

Action item 3.1 “CTE Pathways & College & Career Readiness Professional Development” implementation was budgeted at \$109,264.08. For improved services, this budget has increased to \$109,274.08.

Action item 3.2 “Using CAASPP & STAR360 Data to Guide Academic Support” implementation was budgeted at \$508,000. For improved services, this budget has increased to \$1,208,000.

Action item 3.3 “Professional Development - English Learner & Social Emotional Learning” implementation was budgeted at \$69,208.24.

Action item 3.4 “Students with Disabilities: Certificate of Completion” implementation was budgeted at \$225,150.01. For improved services, this budget has increased to \$395,150.01.

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

The result of our planned actions and actual implementations demonstrate an increase in the number of graduates who have met the UC/CSU requirements from the 2020-21 school year to the 2021-22 school year. According to DataQuest, in the year 2020-21, five Blue Ridge graduates met the UC/CSU requirements. In the year 2021-22, a 17% increase demonstrated 59 graduates who met the UC/CSU requirements. The staff training and resources provided to families clearly demonstrate the effectiveness of student outcomes.

Furthermore, middle school students can also earn high school elective credit through concurrent enrollment, taking high school courses, and completing CTE Pathway courses. As a result, an increase in students taking concurrent enrollment went from 17.7% of high school students in the 2020-21 school year to 19.2% of students in the 2021-22 school year. Currently, 16.9% of students have taken concurrent enrollment courses in the fall semester. Additionally, the number of students who completed the entire Pathways for CTE has been 3 students in both the 2020-21 and 2021-22 school year. Finally, the number of students who engaged in completing CTE courses almost doubled from 20 students in the 2021-22 school year to 39 students in the 2022-23 school year.

The number of students who passed AP exams with a score of 3 or higher has increased from 1 in the year 2020-21 to 3 in the 2021-22 school year. Also, 1 student earned the Seal of Biliteracy in 2020-21 and 1 student in the 2021-22 school year. An increase in the number of students who earned Golden State Merit went from 66 students in the 2020-21 school year to 98 students in the 2021-22 school year.

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.

3.1 CTE Pathways & College & Career Readiness Professional Development

CTE Pathways courses will be available for free for all students taking specific online curriculum options for the 2023-24 school year. This will help families to have more planning amounts available to use toward additional curriculum or enrichment activities while the student can continue to map out their CTE pathway.

Blue Ridge will hire two Progress Support Coordinators (PSCs) to provide direct support to HSTs. The PSCs will be responsible for collaborating with the curriculum and high school teams as well as supporting HSTs throughout each semester in the way of checking the progress of grades 6-12 students enrolled in Blue Ridge Academy online curriculum and will continually review online account data with the goal of improving course completion and student success rates as well as supporting the HST with understanding how to check and encourage student progress.

3.2 Using CAASPP & STAR360 data to guide academic support

Blue Ridge will continue to provide Mr. D Test Prep accounts for Math and Reading and increase parent information sessions to provide school information and assessment data. Providing tools to families to increase their student support in subjects of concern, thereby increasing student achievement, confidence, and test taking abilities.

Students at Blue Ridge deserve to be recognized for their achievements. Therefore, the school will continue to increase ways to provide student recognition through certificates, shout outs, and student spotlights.

3.3 Professional Development - English Learner & Social Emotional Learning

English Learner students will continue to utilize BrainPOP ELL as part of their curriculum and will receive live instruction with an EL Coordinator. Blue Ridge implemented a new curriculum to support student mental health. The Positive Action curriculum teaches students to understand, validate, and control their emotions and create healthier relationships for life. Virtual Positive Action groups are available to all Blue Ridge students, on a first-come, first-served basis. Positive Behavioral Interventions and Supports (PBIS) groups are led by Blue Ridge Mental Health Counselors, and meet weekly in grade-level appropriate groups.

3.4 Students with Disabilities: Certificate of Completion

Continue to provide Life Skills courses for students in the Adult Transition Program (ATP), giving them the skills to navigate as they transition out of high school. Blue Ridge provides courses for students in communication, vocational trainings, community navigation and social skills as well as independent living skills to students who will be following the Certificate of Completion school track. Students will be graded by credentialed Life Skills Special Education teachers and will provide a grade to the HST to add to the student’s progress report and report card. The HST and the parent can have an informal discussion and tie in the case manager to discuss which courses will apply to the student’s and families goals.

Goal

Goal #	Description
Goal 4	Foster improved connection with all educational partners to include and incorporate increased partner feedback

An explanation of why the LEA has developed this goal.

Broad Goal Description: Focused on improving performance across the wide range of metrics indicated below.

Broad Goal ExplanationOur Structure - Data, including our school climate survey results, indicate families and students feel connected to our school and engaged in their education, with most families agreeing or strongly agreeing that they are well informed of the state standards. Parents also indicated they would like to receive more support and training in learning how to homeschool their children and students, requesting more teaching tips and teaching resources.

LCFF Priorities 3 and 6 - This Goal is related to the following California school priorities:

- o LCFF 3. Parent/Guardian Involvement - This refers to our efforts to include parents in the education of our students

*Priority c.1, c.2, c.3: metric pages 58-59

- o LCFF 6. Student Climate - This relates to how positive a school culture feels to parents, students, and staff

*Priority f.1, f.2, f.3: metric pages 56-58

Though the State Dashboard metric is not listed for the 2020-21 school year, Blue Ridge remains strong in the area of chronic absenteeism and suspension rate indicators. Blue Ridge Academy's school wide attendance rate for the 2021-22 school year is 99.6%. For the 2020-21 school year, the school wide attendance rate was 98.95%. The middle school dropout rate is 0% for the 2020-21 school year, and the high school dropout rate for the 2020-21 school year is 10.33%. The 2021-22 dropout rate data has not yet been made available. The suspension and expulsion rate remains at 0% over the past few years. According to the results of the Local Climate survey, 88.6% of educational partners (students, parents, and staff) indicated on the Local Climate survey that they strongly agree/agree they feel safe and connected to the school. Additionally, there is no record of suspension rates largely due to the unique learning environment that Blue Ridge offers for homeschooled students. As a result of in-person events taking place more commonly, the Community Connections team and the Field Trips team have worked tirelessly to provide several events throughout the year for students to meet and interact with one another. The Family Liaisons provide parent workshops and information sessions centered around best practices for homeschooling students through holding coffee chats, curriculum shares, and E3 Parent Sessions. The LCAP Committee provided information sessions that were introduced this year as an additional opportunity for parents, staff, and students to further receive updated information on the status of the school goals, including receiving valuable input. The Special Education & Pupil Services department held its first current and prospective parent two-day Open House event. High school Counselors provide grade-level presentations to families throughout the school year to help students with meeting their graduation requirements and preparing them for college and career readiness. **District English Learner Advisory Committee** (DELAC) meetings have been virtually held throughout the school year to inform parents of English Learners information centered around the English Language Proficiency Assessments for California (ELPAC) as well as testing resources and strategies for helping students to meet English proficiency. Blue Ridge strives to continuously improve in the area of student and family engagement and welcomes any and all feedback from every educational partner.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
State Priority 6 School Climate f.1 Pupil suspension rates	0%	0%	0%		Maintain 0% pupil suspension rate
f.2 Pupil expulsion rates	0%	0%	0%		Maintain 0% pupil expulsion rate
f3. Educational Partners Engagement: Overall Source: Blue Ridge Academy Climate Survey	489 responses (parents, students, staff) * baseline modified from previous LCAP	839 responses 42% increase response rate	1,751 responses 108% increase response rate		Goal 10% response increase

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
f3. Educational Partners Engagement: Parents Source: Blue Ridge Academy Climate Survey	217 responses	459 responses 53% increase response rate	903 responses 96% increase response rate		Goal 10% response increase
f3. Educational Partners Engagement: Students Source: Blue Ridge Academy Climate Survey	71 responses	229 responses 69% increase response rate	417 responses 82% increase response rate		Goal 10% response increase
f3. Educational Partners Engagement: Staff Source: Blue Ridge Academy Climate Survey	137 responses	151 responses 9% increase response rate	431 responses 185% increase response rate		Goal 10% response increase

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
State Priority 3 Parent Involvement and Family Engagement C.1 Efforts the LEA makes to seek parent input in making decisions for the LEA and each individual school site	Survey participation and LCAP information meeting participation and distribution	Survey participation and LCAP information meeting participation and distribution 839 responses 42% increase response rate	Survey participation and LCAP information meeting participation and distribution 1,751 responses 108% increase response rate		Maintain survey participation and LCAP information meeting participation and distribution for continued feedback and input
C.2 How the LEA will promote parental participation in programs for unduplicated pupils	Survey participation and LCAP information meeting participation and distribution	Survey participation and LCAP information meeting participation and distribution	Survey participation and LCAP information meeting participation and distribution		Maintain survey participation and LCAP information meeting participation and distribution for continued feedback and input

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
C.3 How the LEA will promote parental participation in programs for individuals with exceptional needs	Survey participation and schoolwide curriculum teacher support and distribution	Survey participation and schoolwide curriculum teacher support and distribution	Survey participation and schoolwide curriculum teacher support and distribution		Maintain survey participation and schoolwide curriculum teacher support and distribution for feedback and input

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement	Implement a structured program (called Project Engagement) focused on maximizing student and family engagement - PDs to be delivered by family liaisons	\$31, 850.00	Y
4.2	Translation Support	Translate instructional resources into Spanish to further parent access and support Addition of new translation agencies to maximize school need for translation resources for families.	\$9000	Y

Action #	Title	Description	Total Funds	Contributing
4.3	Educational Partner Training	• Parent orientation to highlight school expectations • Workshops/ Trainings to ensure parents have the skills to meet the expectations and support their learner through various grade levels and in core subjects. • Support for parents in maximizing state standards in student learning • Boot Camp Training for new teachers • Compliance: Master Agreements, attendance, enrollment, work samples • Progress monitoring for AWRs and learning period meetings • Professional Development • High School support and training by the HSSCs and Counselors: Concurrent Enrollment, Individualized Graduation Plans, Graduation, Career Week, College and Career Readiness • Parent Information Sessions • Community Connection Events and Field Trips Addition of a new Field Trip Event planning team: 1 Coordinator and 5 specialists. Classified positions. FaceBook & Youtube accounts for additional effective ways to communicate our resources to families and the community.	\$440,500	Y

Goal Analysis for [LCAP Year]

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.

Family Engagement

A substantive difference in planned and actual implementation included the following: The Enhanced E3 Parent Summit program offered by the Family Liaisons. This brought more collaboration amongst departments such as the Testing and High School team to work together and provide information sessions to families on how to gain knowledge on the benefits of testing and how to successfully navigate through the high school program.

Curriculum information sessions held for families to assist them on navigating through their online provider accounts and understanding how to monitor progress. The Curriculum Team also shared recordings on how to utilize their accounts and understand how to use the pacing guide and read progress reports.

In order to increase parent participation, the Special Education department and the Lending Library team held a virtual open house for families. Additionally, the Field Trips team expanded with the hiring of a Coordinator to increase enrichment opportunities for students. Other ways to distribute school information is through the Facebook and YouTube school accounts that also share resources for prospective families and currently enrolled students. The High School Counselors provide College Week and grade level presentations throughout the school year.

Blue Ridge provided multiple opportunities for educational partners to engage in on-going professional development offered throughout the year. Live and recorded parent information sessions geared towards prospective families are offered three times in the early spring when open enrollment is available. During these sessions, families who are interested in attending Blue Ridge Academy learn about the programs and resources that are provided to newly enrolled students. Parents are also given time to ask specific questions regarding funding, enrollment requirements, curriculum options, and academic support, to name a few.

Currently enrolled families are offered workshops and training sessions throughout the school year to continuously engage and enrich their homeschool experiences. These sessions are open to families of all grade levels, and parents have the option to join in real-time, or families can view a recorded session which is generally posted on the schools website for ease of access. To promote parent confidence with supporting their students in achieving academic goals and reaching state standards benchmarks, a variety of workshops which include the E3 Summit, Back to School Parent Orientation, Planning, and Curriculum Information Session.

The Climate Survey demonstrated an increase in participation of all educational partners due to improving access to all educational partners. Reminders to complete the survey were emailed several times during the semester. The links to access the survey and reminders were placed in the weekly bulletin, information sessions, parent trainings/workshops, and staff meetings. Blue Ridge continues to seek ways to improve the communication we have with our Educational partners, which is why the information from the climate survey is one of the critical platforms used to drive the decision-making process.

Ongoing Staff Training

Department training held to keep teachers apprised of progress monitoring, test administration, compliance, and helping students to meet graduation requirements and preparing for university and various career paths.

Blue Ridge focused on building relationships between staff by holding an in person back to school professional development at the beginning of the year. Professional Development (PD) opportunities are now offered to staff that are geared towards positively impacting student achievement, promote student success, and increase staff morale. Staff can further their professional goals by requesting approval to attend webinars and conferences and receiving additional training and resources focused on their roles to further their professional goals.

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.

Blue Ridge Academy has continued to make progress towards the outlined goals. Hence the need to continue with the implementation of the proposed actions in our drive for efficient and consistent improvement. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies.

Action item 4.1 “Family Engagement” implementation was budgeted at \$11,830. For improved services, this budget has increased to \$31,850.

Action item 4.2 “Translation Support” implementation was budgeted at \$4,500. For improved services, this budget has increased to \$9,000.

Action item 4.3 “Educational Partner Training” implementation was budgeted at \$40,500. For improved services, this budget has increased to \$440,500.

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

As a result of the changes implemented above, we have noticed an increase in overall satisfaction and engagement, per the Climate Survey. To date, as of this writing, 417 students, 903 parents, and 431 staff members have responded since the survey was first released in January 2023. We continue to work towards a 100% completion rate by all educational partners.

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.

Upon reflection on prior practice (2021-2022), we have proposed the following changes to be implemented (to better address and meet desired outcomes):

- Translation services for families whose primary language is in not English
- Increase collaboration opportunities between General Education and SPED
- Ensure appropriate and adequate services for unduplicated students (Foster Youth, EL, low-income students)
- Provide more PD opportunities on SEL (social-emotional learning) and EL (English learners)
- Hire Foster Youth/Homeless counselor
- Hire additional Mental Health Counselor
- Hire additional 504 Coordinator
- Continue Life Skills classes
- EL coordinator will create scope and sequence

- Disseminate Climate Survey to all education partners (achieve 100% completion rate)
- Streamline the process of data collection and communication between families experiencing homelessness, the Mental Health team, and the Records department
- Improve collaboration between the 504 Team, SST team, Mental Health team and the general education teachers

At the high school level, both the counselors and the success coordinators partnered to provide parents with information sessions and collaboration designed to assist them in planning for post-secondary plans, be they further education or employment. We continued to monitor high-priority compliance items, including AWRs, through regularly scheduled meetings at the end of each learning period. We continued to foster community and facilitate connection through community connections and field trips planned throughout the school year. This year, our high school counselors have attended community connection events to provide in person high school support and help answer questions related to meeting graduation requirements.

We planned to implement a Boot Camp training program for new teachers. Presently, we offer the following supports to new teachers - a three-day orientation and training module provided at the beginning of the school year (or at the start of hire) to all new teachers and a partnership with Riverside County Office of Education (RCOE) to provide on-going support for teachers looking to clear their credential.

As outlined in the school's WASC feedback and further address the continued need for educational partner resources and communication, Blue Ridge plans to adopt a new platform using Facebook and Youtube in efforts to showcase and provide access to school resources for our students and families.

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.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,821,702	\$0

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
8.32%	0%	\$0	8.32%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2022 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both subgroups are at the low status in ELA and Math. English Learner progress was at the medium performance level in 2022 with 54.1% of English learners making progress towards English language proficiency. For our foster youth students, since this is not a numerically significant subgroup, we do not have CA Dashboard data. We do know however that the biggest need for these students is having the supplies necessary for school success, such as backpacks and clothing.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have planned for extensive professional development in support of our goals with additional funding provided for staff to attend conferences where they can develop strategies to support unduplicated student achievement. We also provide parents with monthly informational meetings about how to support their child’s education and regular

newsletters with reminders about these meetings and other information. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. This is coupled with a comprehensive assessment system that monitors student progress towards meeting grade level standards and informs our comprehensive system of academic support. This system of support includes content specialists who focus on student achievement in specific content areas. Additional content specialists have been hired to provide content-specific tutoring and support to high needs high school students. Additional resources have also been dedicated to promoting awareness of teacher induction and credential programs to ensure all students have a highly qualified teacher. With all these components, there is a targeted focus on meeting the needs of SWD, EL, FY, and LI students. Currently, more than half of our English Learners attend live instruction. Next year, the school will add an additional day of live instruction for English learners. Blue Ridge plans to hire a full-time Homeless and Foster Youth mental health counselor who works closely with the Foster Youth department and social workers. This counselor will have an emergency fund to use to provide supplies for Foster Youth and Homeless students.

1.1 Professional Development – student achievement & resources

1.2 Parent Resources

1.3 Equitable Access

1.4 Content Specialist Expansion

1.5 Teacher Credential Programs

2.1 Professional Development -Provision of student support through MTSS

2.2 Administration of diagnostic assessments

2.3 Provision of targeted support to meet proficiency

2.4 Targeted focus for SWD, EL, FY and LI students

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. We plan to use interim assessment data to gauge progress throughout the year. We have already seen the impact of these efforts with the increase for both Socioeconomically disadvantaged students and English Learners in the percentage of students in these subgroups meeting/exceeding since 2018-19. Student data reflects 1.35% growth in meeting English proficiency from the year 2020-21 to 2021-22 and an 8.83% increase from the year 2018-19 to 2021-22. Currently, more than half of our English Learner students attend live instruction.

B- College Readiness

Identified Needs

In reviewing the 2022 CA Dashboard, we find the graduation rate for socioeconomically disadvantaged students at the low status level at 69.5%.

Actions

Blue Ridge is seeing the impact of its additional efforts to support engagement and college readiness. These additional efforts include providing additional High School Success Counselors (HSSC) and Content Specialists to support high school students in training general education teachers in various high school curriculum course options to further guide the students and their learning. We have also hired an additional testing coordinator to support implementation of the state assessments, so that accurate data can be collected to pinpoint student areas of need. Blue Ridge has added a new SEL PBIS program (Positive Action curriculum) and an additional counselor to ensure support with mental health needs that can be a barrier to learning.

3.1 CTE Pathways & College & Career Readiness Professional Development

3.2 Using CAASPP & STAR360 data to guide academic support

3.3 Professional Development -English Learner & Social Emotional Learning

Expected Outcomes

By implementing strategic actions in support of engagement and college readiness, we hope to achieve our goals in academic growth and achievement, described above, and to increase the high school graduation rate for unduplicated students. The result of our planned actions and actual implementations demonstrates an increase in the number of graduates who have met the UC/CSU requirements from the 2020-21 school year to the 2021-22 school year. According to DataQuest, in the year 2020-21, five Blue Ridge graduates met the UC/CSU requirements. In the year 2021-22, a 17% increase demonstrated 59 graduates who met the UC/CSU requirements. The staff training and resources provided to families clearly demonstrate the effectiveness of student outcomes. There has also been an increase in students taking concurrent enrollment from 17.7% of high school students in the 2020-21 school year to 19.2% of students in the 2021-22 school year. Currently, 16.9% of students have taken concurrent enrollment courses in the fall semester. Additionally, the number of students who completed the entire Pathways for CTE has been 3 students in both the 2020-21 and 2021-22 school year. Finally, the number of students who engaged in completing CTE courses almost doubled from 20 students in the 2021-22 school year to 39 students in the 2022-23 school year.

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.

Actions

The DELAC Committee will continue to provide EL resources and extend parent outreach through connecting via email, newsletters, and parent information sessions. The parent information sessions will include direct support in preparing for the Summative ELPAC and monitoring growth throughout the school year. Our **EL Coordinator** continues to provide the daily schedule to EL families and encourages students to attend sessions. Together, the EL Coordinator and the **ELPAC Coordinator** will take a deeper dive into student data and incorporate professional development to gather resources and increase their knowledge on how to support EL students and provide equitable access for increasing English language proficiency.

4.1 Family Engagement

4.2 Translation Support

4.3 Educational Partner Training

Expected Outcomes

By implementing a comprehensive Family Engagement program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in student engagement and college readiness, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around parent survey response rates and participation in various events and opportunities.

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

Blue Ridge plans to increase services in 2023-24 through the following actions:

Actions

1.1 Professional Development – student achievement & resources \$60,000

1.2 Parent Resources \$63,206

1.3 Equitable Access \$3,694,359.22

1.4 Content Specialist Expansion \$850,195

1.5 Teacher Credential Programs \$46,488

2.1 Professional Development -Provision of student support through MTSS \$179,007.48

2.2 Administration of diagnostic assessments \$120,000

2.3 Provision of targeted support to meet proficiency \$1,278,800
2.4 Targeted focus for SWD, EL, FY and LI students \$2,146,673.43
3.1 CTE Pathways & College & Career Readiness Professional Development \$109,264
3.2 Using CAASPP & STAR360 data to guide academic support \$1,208,000
3.3 Professional Development -English Learner & Social Emotional Learning \$69,208
4.1 Family Engagement \$31,850
4.2 Translation Support \$9,000
4.3 Educational Partner Training \$440,500

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 Ridge Academy does not receive the additional concentration grant add-on funding.

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: Our classified staff do not provide any direct services to students.	N/A
Staff-to-student ratio of certificated staff providing direct services to students	20.34:1	N/A

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

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

23-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
23-24	\$ 69,955,569	\$ 5,821,702	8.32%	0.00%	8.32%

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	Professional Development student achievement & resources	All Including Students with Disabilities	Yes	LEA-wide		All	One Year	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000	0.00%
1	2	Parent Resources	All Including Students with Disabilities	Yes	LEA-wide		All	One Year	\$ 63,206	\$ -	\$ 63,206	\$ -	\$ -	\$ -	\$ 63,206	0.00%
1	3	Equitable Access	All Including Students with Disabilities	Yes	LEA-wide		All	One Year	\$ -	\$ 3,694,359	\$ 3,694,359	\$ -	\$ -	\$ -	\$ 3,694,359	0.00%
1	4	Content Specialist Expansion	All Including Students with Disabilities	Yes	LEA-wide		All	One Year	\$ -	\$ 850,192	\$ 850,192	\$ -	\$ -	\$ -	\$ 850,192	0.00%
1	5	Teacher Credential Programs	All	Yes	LEA-wide		All	One Year	\$ -	\$ 46,488	\$ 46,488	\$ -	\$ -	\$ -	\$ 46,488	0.00%
2	1	Professional Development - Provision to student supprt through MTSS	Eligible Students including High Needs students, English Learners, Foster Youth	Yes	Limited	English Learners and Foster Youth	All	One Year	\$ 100,000	\$ 79,007	\$ 179,007	\$ -	\$ -	\$ -	\$ 179,007	0.00%
2	2	Administration of diagnostic assessments	All Including Students with Disabilities	Yes	LEA-wide		All	One Year	\$ 120,000	\$ -	\$ 120,000	\$ -	\$ -	\$ -	\$ 120,000	0.00%
2	3	Provision of targeted support to meet proficiency	Eligible Students including High Needs students, English Learners, Foster Youth	Yes	Limited	English Learners and Foster Youth	All	One Year	\$ 1,278,800	\$ -	\$ 1,278,800	\$ -	\$ -	\$ -	\$ 1,278,800	0.00%
2	4	Targeted focus for SWD EL FY and LI students	Students with Disabilities, English Learners, Low Income Foster Youth	Yes	Limited	English Learners and Foster Youth	All	One Year	\$ 1,600,000	\$ 546,673	\$ 2,146,673	\$ -	\$ -	\$ -	\$ 2,146,673	0.00%
3	1	CTE Pathways & College & Career Readiness Professional Development	All Including Students with Disabilities	Yes	LEA-wide		All	One Year	\$ 109,274	\$ -	\$ 109,274	\$ -	\$ -	\$ -	\$ 109,274	0.00%
3	2	Using CAASPP & Star 360 Data to guide academic support	All Including Students with Disabilities	Yes	LEA-wide		All	One Year	\$ 1,208,000	\$ -	\$ -	\$ 1,208,000	\$ -	\$ -	\$ 1,208,000	0.00%
3	3	Professional Development - English Learner & Social Emotional Learning	Eligible Students including High Needs students, English Learners, Foster Youth	Yes	Limited	English Learners and Foster Youth	All	One Year	\$ 40,000	\$ 29,208	\$ 69,208	\$ -	\$ -	\$ -	\$ 69,208	0.00%
3	4	Students with Disabilities Certificate of Completion	Students with Disabilities	Yes	Limited	N/A	All	One Year	\$ 395,150	\$ (0)	\$ -	\$ 395,150	\$ -	\$ -	\$ 395,150	0.00%
4	1	Family Engagement	All	Yes	LEA-wide		All	One Year	\$ 31,850	\$ -	\$ 31,850	\$ -	\$ -	\$ -	\$ 31,850	0.00%
4	2	Translation Support	English learners	Yes	Limited	English Learners and Foster Youth	All	One Year	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	0.00%
4	3	Stakeholder Training	All	Yes	LEA-wide		All	One Year	\$ 440,500	\$ -	\$ 440,500	\$ -	\$ -	\$ -	\$ 440,500	0.00%

23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 9,098,558	\$ 1,603,150	\$ -	\$ -	10,701,708	\$ 5,455,780	\$ 5,245,928

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development student achievement & resources	All Including Students with Disabilities	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
1	2	Parent Resources	All Including Students with Disabilities	\$ 63,206	\$ -	\$ -	\$ -	\$ 63,206
1	3	Equitable Access	All Including Students with Disabilities	\$ 3,694,359	\$ -	\$ -	\$ -	\$ 3,694,359
1	4	Content Specialist Expansion	All Including Students with Disabilities	\$ 850,192	\$ -	\$ -	\$ -	\$ 850,192
1	5	Teacher Credential Programs	All	\$ 46,488	\$ -	\$ -	\$ -	\$ 46,488
2	1	Professional Development - Provision to student supprt through MTSS	Eligible Students including High Needs students, English Learners, Foster Youth	\$ 179,007	\$ -	\$ -	\$ -	\$ 179,007
2	2	Administration of diagnostic assessments	All Including Students with Disabilities	\$ 120,000	\$ -	\$ -	\$ -	\$ 120,000
2	3	Provision of targeted support to meet proficiency	Eligible Students including High Needs students, English Learners, Foster Youth	\$ 1,278,800	\$ -	\$ -	\$ -	\$ 1,278,800
2	4	Targeted focus for SWD EL FY and LI students	Students with Disabilities, English Learners, Low Income Foster Youth	\$ 2,146,673	\$ -	\$ -	\$ -	\$ 2,146,673
3	1	CTE Pathways & College & Career Readiness Professional Development	All Including Students with Disabilities	\$ 109,274	\$ -	\$ -	\$ -	\$ 109,274
3	2	Using CAASPP & Star 360 Data to guide academic support	All Including Students with Disabilities	\$ -	\$ 1,208,000	\$ -	\$ -	\$ 1,208,000

3	3	Professional Development - English Learner & Social Emotional Learning	Eligible Students including High Needs students, English Learners, Foster Youth	\$ 69,208	\$ -	\$ -	\$ -	\$ 69,208
3	4	Students with Disabilities Certificate of Completion	Students with Disabilities	\$ -	\$ 395,150	\$ -	\$ -	\$ 395,150
4	1	Family Engagement	All	\$ 31,850	\$ -	\$ -	\$ -	\$ 31,850
4	2	Translation Support	English learners	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000
4	3	Stakeholder Training	All	\$ 440,500	\$ -	\$ -	\$ -	\$ 440,500

23-24 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
\$ 69,955,569	\$ 5,821,702	8.32%	0.00%	8.32%	\$ 9,098,558	0.00%	13.01%	Total:
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:
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	Professional Development student achievement & resources	Yes	LEA-wide	0	All	\$ 60,000	0.00%
1	2	Parent Resources	Yes	LEA-wide	0	All	\$ 63,206	0.00%
1	3	Equitable Access	Yes	LEA-wide	0	All	\$ 3,694,359	0.00%
1	4	Content Specialist Expansion	Yes	LEA-wide	0	All	\$ 850,192	0.00%
1	5	Teacher Credential Programs	Yes	LEA-wide	0	All	\$ 46,488	0.00%
2	1	Professional Development - Provision to student supprt through MTSS	Yes	Limited	English Learners and Foster Youth	All	\$ 179,007	0.00%
2	2	Administration of diagnostic assessments	Yes	LEA-wide	0	All	\$ 120,000	0.00%
2	3	Provision of targeted support to meet proficiency	Yes	Limited	English Learners and Foster Youth	All	\$ 1,278,800	0.00%
2	4	Targeted focus for SWD EL FY and LI students	Yes	Limited	English Learners and Foster Youth	All	\$ 2,146,673	0.00%
3	1	CTE Pathways & College & Career Readiness Professional Development	Yes	LEA-wide	0	All	\$ 109,274	0.00%
3	2	Using CAASPP & Star 360 Data to guide academic support	Yes	LEA-wide	0	All	\$ -	0.00%
3	3	Professional Development - English Learner & Social Emotional Learning	Yes	Limited	English Learners and Foster Youth	All	\$ 69,208	0.00%
3	4	Students with Disabilities Certificate of Completion	Yes	Limited	N/A	All	\$ -	0.00%
4	1	Family Engagement	Yes	LEA-wide	0	All	\$ 31,850	0.00%
4	2	Translation Support	Yes	Limited	English Learners and Foster Youth	All	\$ 9,000	0.00%
4	3	Stakeholder Training	Yes	LEA-wide	0	All	\$ 440,500	0.00%

23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 10,701,708.21	\$ 10,701,708.44

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	Professional Development student achievement & resources	Yes	\$ 60,000	\$ 60,000
1	2	Parent Resources	Yes	\$ 63,206	\$ 63,206
1	3	Equitable Access	Yes	\$ 3,694,359	\$ 3,694,359
1	4	Content Specialist Expansion	Yes	\$ 850,192	\$ 850,192
1	5	Teacher Credential Programs	Yes	\$ 46,488	\$ 46,488
2	1	Professional Development - Provision to student supprt through MTSS	Yes	\$ 179,007	\$ 179,007
2	2	Administration of diagnostic assessments	Yes	\$ 120,000	\$ 120,000
2	3	Provision of targeted support to meet proficiency	Yes	\$ 1,278,800	\$ 1,278,800
2	4	Targeted focus for SWD EL FY and LI students	Yes	\$ 2,146,673	\$ 2,146,673
3	1	CTE Pathways & College & Career Readiness Professional Development	Yes	\$ 109,274	\$ 109,274
3	2	Using CAASPP & Star 360 Data to guide academic support	Yes	\$ 1,208,000	\$ 1,208,000
3	3	Professional Development - English Learner & Social Emotional Learning	Yes	\$ 69,208	\$ 69,208
3	4	Students with Disabilities Certificate of Completion	Yes	\$ 395,150	\$ 395,150
4	1	Family Engagement	Yes	\$ 31,850	\$ 31,850
4	2	Translation Support	Yes	\$ 9,000	\$ 9,000
4	3	Stakeholder Training	Yes	\$ 440,500	\$ 440,500

23-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 5,821,702	\$ 9,098,558	\$ 9,098,558	\$0.00 - No Difference	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Professional Development student achievement & resources	Yes	\$ 60,000	\$ 60,000.00	0.00%	0.00%
1	2	Parent Resources	Yes	\$ 63,206	\$ 63,206.00	0.00%	0.00%
1	3	Equitable Access	Yes	\$ 3,694,359	\$ 3,694,359.22	0.00%	0.00%
1	4	Content Specialist Expansion	Yes	\$ 850,192	\$ 850,192.00	0.00%	0.00%
1	5	Teacher Credential Programs	Yes	\$ 46,488	\$ 46,488.00	0.00%	0.00%
2	1	Professional Development - Provision to student supprt through MTSS	Yes	\$ 179,007	\$ 179,007.48	0.00%	0.00%
2	2	Administration of diagnostic assessments	Yes	\$ 120,000	\$ 120,000.00	0.00%	0.00%
2	3	Provision of targeted support to meet proficiency	Yes	\$ 1,278,800	\$ 1,278,800.00	0.00%	0.00%
2	4	Targeted focus for SWD EL FY and LI students	Yes	\$ 2,146,673	\$ 2,146,673.43	0.00%	0.00%
3	1	CTE Pathways & College & Career Readiness Professional Development	Yes	\$ 109,274	\$ 109,274.08	0.00%	0.00%
3	2	Using CAASPP & Star 360 Data to guide academic support	Yes	\$ -	\$ -	0.00%	
3	3	Professional Development - English Learner & Social Emotional Learning	Yes	\$ 69,208	\$ 69,208.00	0.00%	0.00%
3	4	Students with Disabilities Certificate of Completion	Yes	\$ -	\$ -	0.00%	
4	1	Family Engagement	Yes	\$ 31,850	\$ 31,850.00	0.00%	0.00%
4	2	Translation Support	Yes	\$ 9,000	\$ 9,000.00	0.00%	0.00%
4	3	Stakeholder Training	Yes	\$ 440,500	\$ 440,500.00	0.00%	0.00%

23-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 69,955,569	\$ 5,821,702	0.00%	8.32%	\$ 9,098,558	0.00%	13.01%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statutes and regulations specify the educational partners 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, school site-level advisory groups, as applicable (e.g., school site 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 students
- 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

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

 The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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