

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
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Plan Summary 2021-2024

General Information

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

We are a non-classroom-based charter school, authorized through Maricopa Unified School District, Kern County. We offer 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 supports approximately 6,800 students in Kern, Los Angeles, and Ventura counties throughout grades TK-12. Blue Ridge Academy has employed 226 certificated staff members and 85 classified staff members and fosters a positive learning environment for all stakeholders within our community.

Over the past year, the COVID-19 pandemic impacted our LEA and community in aspects involving in-person services and support for educational benefits for our students. The following programs were affected tremendously; school enrichment programs, facilitation of in-person state testing, school-wide community outreach programs for the benefit of student and family interactions and valuable cultural experiences, teacher-led family meetings supporting every family's needs in their child's educational plan, and progress towards their learning goals. Additional impacts to our students and programs included our in-person Special Education evaluations and Extended School Year (ESY) for students with IEPs. As a school and community, we have faced challenges in providing in-person opportunities through a distance learning model which has led us to reassess and adjust our programs and resources in order to continue to develop effective and measurable, academic, enrichment, and social emotional support.

We have closely monitored the restrictions and safety guidelines provided by the California Department of Public Health. In doing so, our in-person programs are now transitioning back to on-ground supports based on each student's needs. To this end, the school has adopted various programs and services to effectively support students and staff. As COVID-19 precautions and guidelines shift, Blue Ridge Academy adjusts its resources, services, and supports accordingly while remaining current on state and federal guidelines. In addition, in-person Special Education related services are now available to students with disabilities due to the partial safety restrictions that have been lifted allowing for in-person instruction to be provided. Within the current school year, we have worked diligently to ensure continuity and consistency for our students, families, and staff. Enrichment opportunities have also increased as each county's restrictions are lifted. Blue Ridge Academy follows all necessary health and safety guidelines for any in-person activities to ensure the safety of all students, staff, and parents.

We have added more academic support services and interventions for students who are falling behind in Math and Reading. We have developed an effective multi-tiered support system for struggling students with additional resources provided to learning coaches. This virtual synchronous model allows our academic intervention specialists to deliver instruction and support in small group workshops.

As a result of COVID-19 and in the best interest of our school, we have decided to continue administering statewide testing via remote and in-person platforms to provide continuity to our student's education. Additionally, Blue Ridge Academy is administering local assessments, summative and formative, such as STAR360, to collect data regarding student progress toward grade level standards.

Our school has ensured the access and provision of a mental health program for all staff members by adopting the Employee Assistance Service for Education (EASE). This mental health service is offered to maintain the well-being of our staff and their family members at no additional cost to staff.

Blue Ridge Academy has worked diligently to expand and restructure its mental health support for students. Our program is designed to promote the mental health, well-being, and academic achievement of all Blue Ridge Academy students. The following supports are provided by our Mental Health Team; collaboration with students, parents, and teachers regarding social and emotional student concerns, addressing questions related to student social emotional concerns, provision of professional development for staff, parent and student support for students in crisis, completion of threat assessments and facilitation of local organization and county referrals, provision of student and family intervention support, and the development and delivery of a comprehensive social-emotional learning intervention program geared directly towards meaningful intervention for elementary, middle and high school students.

Reflections: Successes

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

Blue Ridge Academy has focused time and resources on best practices and disaggregating data to support student achievement within our homeschool population. Upon review of the California School Dashboard and local data, Blue Ridge Academy has:

- Increased Stakeholder Input
- Further Defined Additional High School Resources and Services
- Promoted Student Progress and Achievement in Reading and Mathematics
- Enhanced Teacher Support Options Through PLC and Teacher Induction
- Increased Intervention Programs
- Developed additional CTE Offerings
- Increased High School Graduation Rates
- Created a Strong Fiscal Accountability Process
- Has research and identified a SEL Program to be used across all grades as tier 1 and tier 2 support. (include tier 3, students in crisis)

In the 2020-2021 Blue Ridge Academy further developed its Content Specialists, who provide a broad range of support, including offering office hours, tutoring sessions, virtual lessons, and group instruction in their subject area. Blue Ridge Academy middle and high school students have a variety of Career Tech Education (CTE) Pathways options. Programs provide a wide range of learning experiences spanning a variety of career tracks, fields, and industries. The Community Connection Program has been developed to promote community among Blue Ridge Academy families and staff by providing educationally focused events, field trips, virtual sessions, and unique academic experiences. Events are specifically designed to benefit the various regions, grade levels, and interests of the students. Because of the multitude of options provided by BR, students have more opportunities to pursue their interests and passions while aligning it with their educational goals. Blue Ridge Academy students have demonstrated progress in both Reading and Mathematics during this enrollment period.

SBAC: SBAC data demonstrates that the percent of students who met or exceeded performance standards increased in ELA by 5%.

In ELA, 53% of the BR students who took the test increased their Fractional Performance Level™ scores in ELA from the previous year.

25% of those students increased by 40% or more of a performance level.

In Math, 46% of the cohort increased their performance level, compared to 45% for the prior year.

BR students increased their positive Distance from Standard in both ELA and Math.

STAR360: The Match Student Growth Percentile demonstrates that the number of students being assessed at BR has doubled and that those students are still scoring better than more than 57-60% of their peers across the nation as measured in reading & math, even with the COVID slide.

EL, SED, and SWD, Homeless/Foster Youth scored better than 50% of students nationally in ELA and math.

BR shows steady progress and growth in reading and math, even with the most recent assessment results following the COVID restrictions and disruptions to home learning, including equipment and home/family adjustments as well as changes to consistent access to in person services, in person teacher meetings, classes, and tutoring. In addition, we show increases in student achievement even though the STAR 360 scores were recalibrated to more closely align with the CAASPP, requiring a higher percentage of mastery to reach proficiency. For the Fall semester of 2020, our students showed a 95% participation rate for the Star 360. This was an increase of 11% compared to the Spring semester of 2020 with an 84% participation rate.

EL students: Of the 32 ELs who took the ELPAC in 2017-18, 21 or 65.6% were reclassified. In 2018-2019 the number of EL's grew to 41 with no data being reported for the 19/20 dashboard because the state did not recognize the renaming of Inspire Kern to Blue Ridge Academy. The remaining EL students who were assessed over-represent a group that also includes students with disabilities or other learning issues. These are not unduplicated classes of students, unlike those reported in the Local Control and Accountability Plan (LCAP) and used for Local Control Funding Formula (LCFF) funding. These students tend to progress more slowly. In addition, the Dashboard ELPI did not report a color for performance levels and due to the reduced number of EL students in spring of 2019 (no colors are given for fewer than 11 students), however it reported, as evidenced by the two charts below, that 53.7% of students then classified as English Learners were making progress toward proficiency and were only 1.3% away from being classified as making high progress.

High School: Since 2018, Blue Ridge Academy has increased the amount of students enrolled in college immediately after graduation by 9 %. Each year, BR is increasing the amount of students enrolling in college after high school, with the data chart above demonstrating an increase of 231 more students enrolling in college in 2020 than in 2018. Blue Ridge Academy is proud to have a graduation rate higher than the comparison cohorts, including 2% higher than the state. Blue Ridge Academy was able to maintain the green level on the CA Dashboard with an 88% graduation rate, which was an increase of 8.9% from the 2018 school year. This is better than the state average by 2.1% percent. Additionally, we increased more than the state increased during the same time frame. For the 2019-20 school year, our graduation rates decreased 1%. This information was pulled from the CDE website under our school profile for the 2019-20 school year graduation rate report.

Students who may struggle in a traditional classroom find success with Blue Ridge Academy and the provision of intervention programs offered through the MTSS, Student Success Team, SEL Curriculum, and Mental Health Programs. Blue Ridge Academy has identified increased student participation and progress with the Multi-tiered Systems of Support program which has served all students including our Foster Youth, Low Income, and English Learners. Blue Ridge Academy has adopted, developed, and is currently implementing an effective Social-Emotional Learning (SEL) program to support all students in grades K-12. The Strong Kids SEL curriculum focuses on key areas in building SEL skills such as; self-awareness, self-management, social awareness, relationship skills, & responsible decision making. Blue Ridge Academy has also developed a Crisis Team that, along with providing mental health support, provides additional resources to students and families who have experienced extreme hardships, including job loss and negative effects from natural disasters.

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.

Students who benefit and thrive from in-person support and services have been tremendously impacted due to the COVID-19 restrictions which have caused regression in student's learning. Additionally, the access to resources and services has decreased with these restrictions.

As the school has experienced learning loss due to the impact of COVID-19, many students who traditionally thrive with in-person learning were unable to receive those services and individualized learning environment, causing them to stagnate or regress in potential learning opportunities. In the analysis of our 2019 Dashboard and local data for College and Career Readiness of 12.8%, Graduation Rate of 88% graduated, Mathematics of 94.6 below standard, and English Language Arts of 35.4 points below standard, we have identified a need for additional support for students who are underperforming on state assessments in the area of English Language Arts and Mathematics.

According to the 2019 -20 California Dashboard data, three areas require significant improvement based on a review of the California Dashboard and local data have been identified below. All other areas were within the 'Green/Blue' performance range and or identified as 'Standard Met'.

Blue Ridge Academy fell within the 'Yellow' performance range in the following area(s):

-College/Career: Blue Ridge Academy's academic performance indicates the percentage of high school graduates placed in the 'Prepared' level was 12.8% (86 students), which represents a 3.4% increase from the previous 2018-19 school year, which was within the 'red' performance range at a 9.4% 'Prepared' level.

Blue Ridge Academy fell within the 'Orange' performance range in the following areas:

-English Language Arts: Blue Ridge Academy 's academic performance indicates performance points on either the Smarter Balanced Summative Assessment or the California Alternate Assessment. Although Blue Ridge Academy was 35.4 below standard in 2019, the Dashboard identifies an increase in points from 37.9 below standard in 2018.

--Mathematics:Blue Ridge Academy 's academic performance indicates performance points on either the Smarter Balanced Summative Assessment or the California Alternate Assessment. Blue Ridge Academy was 94.6 points below standard in 2019 and maintained a -2.8 points from the previous year.

-Blue Ridge Home School Teachers (HST) have been working closely with families to support them in their understanding and implementation of state standards.

-"I Can" statements were created and this metric system used as stepping stones to help families align teaching and learning to state standard based skills.

-Blue Ridge has added more standards based curriculum and support to understand ways to utilize and adapt those to meet the learning needs of their children.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard.

To further address the need to increase our students statewide scores, staff have identified the continued obligation and commitment required for the provision of additional training and support for Learning Coaches. This includes implementing and maintaining summer learning resources to families including year round training and support.

Blue Ridge Academy is committed to the continual review of all programs to increase student achievement. Blue Ridge Academy intends to build upon and further improvement in the following areas:

- Increase Graduation Rates

- * Increase performance range points in the areas of ELA and Mathematics as indicated on the California Dashboard

- Increase the Number of Students who Enroll and Attend an Institute of Higher Learning or Trade School after Graduation

- Expand CTE Offerings through UC approved instructor-led online course options, local community college colleges and Brighton College, and through the student's local in person or online ROP, ROC, or CTE programs.
- Increase Number of Students Who Meet or Exceed the Standard in Reading and Math, this includes Students with Disabilities
- Expand Participation in Statewide Assessment to over 95% for all students, this includes Students with Disabilities

* Increased Parent Educator training

- Increase Percentage of EL Reclassification and the amount of students who are scoring moderate or above on the ELPAC annually.
- Fully Implement a Researched Based SEL Program schoolwide to Enhance Student Safety, Security, and Confidence

It is the goal of Blue Ridge Academy to provide the resources necessary for high school students to reach graduation. Some high school students enter BR already credit deficient, struggling to succeed at the previous school. BR will continue to increase the involvement of high school support staff, including Counselors, High School Success Coordinators, Content Specialists, and Curriculum and Instruction Director to immediately identify these students and work with the student, parent, and Homeschool Teacher (HST) to develop an individualized graduation plan that provides the appropriate course design to meet graduation requirements. BR will continue to work with the National Center for Urban School Transformation (NCUST) to develop strategies to increase graduation rates in Blue Ridge Academy students.

LCAP Highlights

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

Blue Ridge Academy is developing a Resource Portal through the current school website where families can access resources specific to their high school students. Topics and resources within this portal include additional information on concurrent enrollment, CTE Pathways, HS credit during Middle School, webinars on High School topics, and more access to High School support staff. Families will have even more readily available resources available to them to plan their student's high school journey.

BR has partnered with National Student Clearinghouse to access their unique national student data resources to better understand student pathways and outcomes in order to help students succeed. BR will use their postsecondary data to gather, analyze, and compare student outcome data from colleges and universities. This information will be used to modify the charter school's programs as needed.

BR will also develop an in-house tracking system and protocol for reaching out to alumni through surveys, emails, and phone calls in order to gain additional insight into student progress and activity after graduation. It is the intent of the charter school to include alumni in school events, such as graduations and seminars, where alumni can speak about their postsecondary experiences. This is a powerful way to illustrate the multitude of options available to students after graduation.

Blue Ridge Academy has seen an increased participation rate in both the Renaissance STAR360 diagnostic assessment and the CAASPP statewide assessment. It is the goal of the school to maintain a 95% participation rate to continue to meet the CDE recommendations regarding the currently defined criteria for verified data. BR furthermore intends to increase understanding of the STAR360 data reporting. Additional professional development specific to this topic will be provided to staff and families. By understanding the data and what it identifies as strengths and areas of improvement within the student's profile, the homeschool teacher, in collaboration with the student and parent, can better determine that student's academic goals and develop an appropriate plan.

The Charter School will continue its partnership with Multiple Measures and utilize their systems to develop individual student profiles to monitor each student’s progress in all assessments completed each year. These profiles will be accessible to both the homeschool teacher and family and can be used to monitor progress, develop the student’s educational learning plan, and set appropriate goals that are individualized for each student.

Each student has access to multiple age-appropriate online resources. Students are provided with a minimum of three online subscriptions to further develop specific skills. These options include subscriptions such as BrainPop, MobyMax, and NetTutor. It is the goal of the charter school to research options for a curriculum or resource that can be accessible to all students to help further develop their skills, specifically in the area of mathematics and reading. BR will work with its partnerships, such as NCUST, to research and identify an appropriate option that can be made available to students.

The Blue Ridge Academy Testing Department, in partnership with BR staff, will provide additional information to parents around the significance of CAASPP participation. BR will continue to work with NCUST to develop proper communication and presentations to better outline and summarize how the abundance of data that can be derived from standardized assessments can be used to develop plans to increase student achievement. Additionally, this shift in mindset will also decrease the stigma associated with statewide assessment that many families who choose an independent study homeschool model feel.

Blue Ridge Academy intends to do this by providing our staff more professional development centered around how to communicate with and inform parents about statewide assessments. It is the school’s intent that this will increase participation and accountability throughout the school. Webinars hosted by the Testing Department will be made available to both staff and parents to help inform and prepare students for both the CAASPP and Renaissance STAR360.

The Charter School will continue its partnership with Multiple Measures and utilize their systems to develop individual student profiles to monitor each student’s progress in all assessments completed each year. By tracking progress and setting individualized goals, students will be motivated to assess their progress toward their learning goals.

Blue Ridge Academy has both an EL Designee and an EL Coordinator that oversee our EL Program. Every EL is invited to participate in live online ELD support classes taught by the EL Coordinator, using a synchronized model. These classes are determined by grade and language levels and occur weekly. Within these classes, multiple strategies and resources are used to elevate a student’s fluency in all four language domains: listening, speaking, reading and writing. Currently, 50% of our English Learner population is participating in live EL support classes. We intend to see a steady increase now that these programs have seen success and intend to increase participation each year.

A specific virtual EL Handbook is accessible to all Blue Ridge staff. Within this handbook, staff can find contact information, timelines, and information on ELPAC, reclassification, and additional resources that they can utilize to provide additional support for their EL students. It is the intent of the charter school to increase the resources available to both teachers and students.

Blue Ridge Academy has developed an internal handbook for Special Education and Student Services. This Handbook contains all the necessary information for Blue Ridge homeschool teachers (HSTs) to know how to support their students with IEPs, 504 plans, and who are in need of interventions or other social and academic support. Within this Handbook, Blue Ridge Academy includes surveys, resources, timelines, and steps that teachers can take to support their students. The Strong Kids SEL Program has been introduced and will be further implemented in the upcoming charter term.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholder engagement and input from parents, students, and staff is critical to developing the LCAP outlined by the LCFF and budget process. During this COVID-19 pandemic, Blue Ridge provided clear communication and feedback with stakeholders to determine any needs and impacts of the school. At the time, our immediate engagement was to maintain communication between the Homeschool Teachers (HSTs) and the families on their rosters. Through phone calls, video conferencing, text messaging and emails, the HSTs and Special Education teachers remained the main point of contact for students and parents with the school to gain information and share input. Blue Ridge Academy worked fast to gather resources for families, staff, and students to utilize during the early stages of the pandemic and sent them out to families via email, social media, a schoolwide email communication platform, and through posting updates and guidelines to the school web page.

Throughout the school year, in order to maintain the successful communication implemented remotely due to the pandemic concerns, Blue Ridge has continued to provide consistent, clear communication with our stakeholders via multiple remote styles and platforms. One of the ways that Blue Ridge engaged in stakeholder feedback is by providing mini-information sessions to stakeholders consisting of our school's information centered around the state priorities. The mini sessions are shared with parents, students, and staff every month and includes a recorded presentation and PowerPoints that focuses on a specific topic centered around the LCAP that includes information on how Blue Ridge is currently doing and asks stakeholders to share how we can improve in these areas by completing a survey at the end of reviewing the presentation. Stakeholder input is then collected and reviewed by the LCAP Team. Questions asked in the survey will be generated as part of a Frequently Asked Questions document which will be created and shared with stakeholders to help further guide all involved as we help share more information about the LCAP. The results of the surveys from all stakeholders has been and will continue to be shared as we continue to learn and grow as a school.

Furthermore, school administrators have continued to provide immediate updates and communication with our stakeholders. For example, our principal consistently shares necessary legislative updates as needed, sends curriculum and enrichment timeline guidelines, as well as enrollment deadlines. Various departments also provide updates to all stakeholders such as state testing requirements, enrollment requirements, and community connection events. Additionally, the Governance team works closely with all stakeholders and legal entities ensuring appropriate alignment to state and federal requirements for policies, procedures, and guidelines. Due to COVID-19, all Board Meetings have been held via zoom. They are pre-scheduled and listed on our school website and usually held at least once a month. The meeting agenda and board packet are regularly posted and made available to the school website within 72 hours. Teachers and families are encouraged to attend to become familiar with the policy-making process. At the beginning of the board meeting, public comments are solicited to allow for parents to list their concerns and ideas. Blue Ridge stakeholders can also submit public comments to a Board Meeting email address prior to each Board Meeting. Necessary accommodations are made, including auxiliary aides or services provided if needed in order for all stakeholders to participate.

As the requirements for a Parent Advisory Committee are only applicable to school districts and county offices of education if they receive federal funding under Title I, Blue Ridge Academy does not operate a parent advisory committee/Board. However, we are meeting the parent feedback and input requirement through our District English Learner Advisory Committee (DELAC) and monthly parent input and feedback school wide surveys.

Blue Ridge continues to work on providing and maintaining a District English Learner Advisory Committee (DELAC) to include parents and students of English Learners and communicate goals and action plans to support our English Learner students and increase effective parent engagement. Parent engagement leads to student success, and we are excited to be able to work toward developing parents as leaders. One of the ways Blue Ridge worked toward this goal was through providing a survey to the parents of our English Learners by inviting parents to be a part of DELAC. Parent input was collected, and our school administrators reached out to those interested. As we continue to develop the rest of the committee consisting of educators, community members, and parents, we will then work toward developing goals, programs, and services that will better support our English Learners.

Blue Ridge Academy also continues to provide additional opportunities for our parent's input and feedback during our public Board meetings. In addition to our stakeholders, as required by our SELPA, the Los Angeles County Charter SELPA, met to review the LCAP goals as it pertains to access, support and actions for students with disabilities and provided input and feedback for our SWD population.

At the beginning of the year, administrators sent a school climate survey to staff to gauge employee's perspectives related to our work environment. Administrators responded to anonymous feedback by implementing necessary changes to display more staff recognition, provide increased transparency, hold more office hours from various departments, and host virtual leadership coffee sessions to build connections between staff and administration. Additionally, during monthly PLC discussions, Blue Ridge teachers participate and collaborate in group discussions to share best practices and resources which in turn will increase student participation, engagement, and achievement. The discussions also allow staff to dive deeper into driving instruction and analyzing data to contribute toward overall student achievement. At the end of every PLC, a survey is sent to teachers to collect feedback, gather questions, and gauge the outcomes and impact of the PLC work. In order to ensure that our proposed goals in the LCAP reflect stakeholder input, year round survey results from the 2019-20 school year were thoroughly reviewed in order to ensure students receive access to high quality instruction that is structured around academic support to ensure student success, as well as continue to improve and increase opportunities for high school students to prepare for college and career readiness. Blue Ridge will continue to focus on fostering improved connection with all stakeholders involved in order to ensure that all voices are heard and will continue to focus on the well-being of students, parents, and staff.

A summary of the feedback provided by specific stakeholder groups.

Blue Ridge Academy worked with staff, parents, and students to collect data and get constructive feedback from stakeholders throughout the year. Staff and family were asked to give reflections and their opinions on topics including, but not limited to attendance, college and career readiness, English Language Learners, teachers and instructional resources and facilities, as well as, math and English learning and statewide assessment data.

Overall, the feedback was overwhelmingly positive from both staff and families. Out of 200 responses, approximately 79% of our stakeholders believed that all stakeholders have a sense of responsibility in the LCAP process. When it comes to the school climate, the majority of families reported that Blue Ridge Academy is a safe and supportive environment for their students and many felt that their children were excelling in the learning environment with support of their homeschool teachers and other various Blue Ridge staff.

98% of families surveyed feel they are positively supported by a high quality teacher. Due to the unique independent study model and nonclassroom-based learning that Blue Ridge provides, families felt that the individual needs of their students were being met and supported. For example, we provide instructional planning to our families to allow opportunities for curriculum and enrichment where 86% of our families reported that they use their instructional funding toward curriculum and technology to enhance instruction.

Blue Ridge also supports families' resource learning needs with the implementation of our Lending Library, which houses various curriculum options for core subjects as well as enrichment supplies. The Lending Libraries staff members are extremely knowledgeable about the curriculum options and how they may benefit various learning needs.

The feedback provided by the Blue Ridge staff was also very positive in general, again believing that they were valued and were able to best serve their students and families in this learning environment. For example, over 80% of staff felt that most students were able to thrive in the independent learning environment. The majority of staff, 81%, felt well informed and capable of supporting the families and students they serve with college and career readiness. They believe that they are receiving the training and support they need to be successful in their duties. While we continue to provide professional development opportunities, training, webinars, and resources for our staff, stakeholder input will continue to drive our school goals and action plans.

Based on the feedback from stakeholders, there are opportunities of growth for Blue Ridge Academy as teachers and families believe that parents need more training and support to further their success in creating structured, sustainable learning environments and opportunities for their students. Of the 131 staff members who responded to the question, "What are some ways to improve student performance in English Language arts testing" 42 (31%) of the responses related to parent educator training and development. Some responses included creating a parent orientation where expectations and resources are clearly presented to families, others suggested mandatory parent information sessions and others rallied around a grade and subject based, continuous parent training that offered feedback, resources and skills support.

76 parents responded to a survey on the same topic, and 56.6% of parents reported that they are unfamiliar with common core standards. 48.7% would like more training and information on teaching Core/State standards in ELA. Some parents agreed with the staff that an orientation at the start of school would be helpful, some parents felt that some type of training would optimize their ability to teach their children. One suggestion was to create support for families of students who do not meet the standards, targeting our efforts to support those most in need. A common and consistent feedback response from families included wanting more high school support from their teachers and counselors.

The Blue Ridge high school team has expanded this year by more than 50% to include additional high school counselor support and collaboration among our High School Success Coordinators (HSSCs), guidance technician, and Curriculum Developer. The high school team holds weekly meetings to ensure that our staff and families have what they need to be successful in high school and ultimately meet graduation requirements. Blue Ridge Counselors regularly meet with high school students to review completed courses and update the student's individualized graduation plan (IGP) in addition to providing parents information in regards to health and wellness and college and career readiness. High School Counselors also hold weekly office hours for HSTs to answer questions and provide high school support to staff in addition to leading professional development for staff to help students meet graduation and college entrance requirements, the college application process, and financial aid application process. High School Content Specialists are available to 9th to 12th grade students in the areas of academic support in Mathematics, English, Social Science, and Science. Lastly, Content Specialists hold weekly office hours for students to assist with subject matter related needs.

Blue Ridge serves 1.5% of English Learners. To ensure that our English Learners receive support for English language proficiency, our English Learner Coordinator (EL Coordinator) provides live instruction (synchronous model) to help English Learners to acquire language skills in reading, writing, listening, and speaking and applies the skills to meet standards in all academic areas. All students at Blue Ridge have access to BrainPOP and our EL students have access to BrainPOP ELL, which provides more opportunities to practice vocabulary, grammar, listening and speaking. Additionally, students who participate in EL Support classes have access to RazPlus ELL. This program provides opportunities for students to access texts at their individual reading levels. The EL Coordinator works with staff and families to monitor progress for Reclassified Fluent English Proficient (RFEP) students for a period of up to four years. Stakeholder feedback in the area of English Learners demonstrated an overwhelming response to continue providing the current EL support available to our students as it had proven to be beneficial. It is our hope that through the DELAC meetings, we will continue to build community support and allow more opportunities to involve input from our stakeholders.

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

Based on parents, staff, and student feedback which falls within the following themes:

- *continue to refine online learning platforms
- *maintain our iterative process of implementing state academic standards into all aspects of student and teacher learning
- * increase curriculum focused learning opportunities for parents

Blue Ridge created the updated LCAP goal 1 which is to ensure students receive access to high quality instruction and stakeholder feedback. The school has created content specialist sessions for high school students in the core academic areas. These sessions include office hours for students who need help or set lessons to teach important concepts. These sessions have regular student attendance with 5-10 students each week. One of our goals is to continue to address and work on ways to increase participation for the next school year.

In addition, teachers now meet monthly in PLC groups to share best practices and resources to improve independent/ virtual learning. Based on stakeholder feedback, BR has created two lending libraries providing resources to all students and distributing items to all families with ease and accessibility. Blue Ridge provides annual online subscriptions for several virtual programs to enrich or boost student academics. Blue Ridge has its own technology department that allows families to purchase computers, tablets, and printers to aid in virtual learning.

Due to stakeholder feedback, testing data, and LCAP goal number 2 which is to provide structured academic support to ensure student achievement, Blue Ridge has created a multi-tiered support system. The Pupil Services department has created its own website with tier 1 resources available to all struggling students. Small group English language Arts and math classes are made available for those students who require additional support with the use of tier 2

material and curriculum. The school provides professional development training on the needs of Social Emotional Learning, English Learners, and low performing students.

According to the California School Dashboard Blue Ridge Students scored in the Orange for both English Language Arts and Mathematics. Most of our priority groups maintained their level tested and students with disabilities increased 3.5 points in the area of English Language Arts. Our English Learners, however, declined 18 points. In the area of Mathematics our priority groups scored in the Red with Socioeconomically disadvantaged students maintaining their level of standards met and Hispanic and English learners declining 8.7 points and 14.6 points respectively. The goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: Continue to refine online learning platforms, provide more support in the area of high school, and increase curriculum focused learning opportunities for families.

Blue Ridge graduation rate went from 88.9% in 2019 and we are on track to reach 93% in 2021, in addition we have significantly increased our enrollment of priority groups in high school with 24 Hispanic, 13 African American, and 23 Low Income Students. We have an increase of Blue Ridge scores in the yellow tier on the California Dashboard for College and Career Readiness with an increase of 3.4%. We reached out to Stakeholders and 67% of parents and 94.5% of staff who responded to our survey about college and career readiness felt they understood and were comfortable explaining to others what it means. 61% of surveyed parents and staff felt like they would like more information on special programs such as CTE, concurrent enrollment, 11th grade SBAC tests, advanced placement exams, a-g completion, and obtaining the State Seal of Biliteracy. As a response to the survey results and California Dashboard the school has implemented more CTE pathways for our high school students, created Core A-G guides to align with state standards, increased curriculum options for in person courses, and hired high school success coordinators as well as an additional school counselor to help parents and students understand options for their future. Blue Ridge has adjusted its concurrent enrollment process and provides information sessions for staff and families from our high school counselors. High School Success Coordinators and Counselors also host a College Week presentation discussing applications, FAFSA, and college testing as well as a high school orientation for incoming 9th graders. NetTutor accounts are available for 7th-12th grade students to provide additional support for struggling students. For moderate/severe students, the school offers a certificate of completion program and additional life skills classes. The goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: Continue building CTE programs, refine communication and support for Advanced Placement courses and A-G approved courses, and refine structure support to help struggling students and students who are credit deficient.

The data collected from a student climate survey indicates that 85% of parents and 89.7% of students feel personally connected and safe with our school and in their education. Stakeholders asked for clarification and communication with how liaisons support students and families in priority groups. As a response Blue Ridge created LCAP goal 4, Foster improved connection with all stakeholders. Blue Ridge scores in the 'Blue' with a 5 out of 5 in both attendance and suspension rates, but we still want to improve our connections with all families. Blue Ridge provides professional development to staff focused on building partnerships with parents and guardians. The school encourages parent participation in the education of their children and to provide feedback regarding all parts of the school. Parents have opportunities to participate through surveys, parent community connection events, serving on governance and advisory committees, monthly meetings with teachers and parent workshops.

One of the pressing challenges that Blue Ridge families had difficulty with was the length of time from supply/curriculum request to delivery to families as a result of global shipping delays due to the COVID-19 pandemic. For that reason, Blue Ridge has created several opportunities to streamline this process and deliver resources to families in a timely manner, including the immediate hiring of additional staff to order supplies, reducing the steps needed for families to place their order requests, and making curriculum order requests a priority by placing those orders first. The enrichment team also set calendar deadlines to help ensure timely ordering and more expedient delivery, as well as share weekly updates to staff that displays a status overview for product and service orders. A parent spring newsletter also went out to families in April that included information containing ordering deadlines to help us to plan ahead for the upcoming school year.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Our structure: We offer an online independent study program that supports parents who emphasize homeschooling their children/teens.

LCFF Priorities 1, 2, and 4 - This goal is related to the California LCFF school priorities 1, 2 and 4.

LCFF Priority 1: commonly known as providing basic services. Basic services include making sure that the condition of facilities are in good working order, teachers are appropriately credentialed and assigned, and providing appropriate instructional material for all students.

LCFF Priority 2: This goal also addresses state school priority two, the implementation of academic standards or the degree to which we integrate state content standards into our classes, material, and training. This goal addresses the continued need for program development and department growth to make a significant impact to the degree to which our students learn and thrive.

LCFF Priority 4: This goal addresses the school's emphasis on pupil achievement and outcomes with accentuation 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.

Dashboard - Our score on the California public school Dashboard indicated that we have consistently met this goal. In the area of Parent and Family Engagement as well as the Local Climate Survey, the 2019 school year, survey results indicate that over 90% of parents agree or strongly agree that their children are receiving a good education and feel safe and connected to the school. Parents also felt they received an adequate amount of academic support by the school and communication and interactions with teachers were effective and safe. In addition, 85% of students agree or strongly agree that they look forward to school each day and find their teacher engaging and approachable. Families also felt strongly about feeling connected through the educational field trips, enrichment activities, and other social events offered such as zoo days, school dances, field trips, and park days. Data for the 2020 climate survey results indicate that 91% of parents agree or strongly agree that their children are receiving a good education and feel safe and connected to the school. 90% of parents felt that their students effectively prepared their students for the next grade level and 91% of parents felt that the school provides adequate resources for enrichment as well as intervention support. In addition, 89% of students felt safe and connected to the school.

Stakeholder Input - This goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: 1) continue to refine online learning platforms; 2) maintain our interactive process of implementing state academic standards into all aspects of

student and teacher learning, and 3) increase curriculum focused learning opportunities for parents. As a school, we are committed to these goals ensuring the success of our students. We have increased our online learning options for families, and given families the 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 General 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 curriculums that are based on state academic standards and the continuous support of their HSTs to help them locate and use these standards based curriculums. 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 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.

Measuring and Reporting Results

Metric	Baseline (2018-2019)	Year 1 Outcome (2020-2021)	Year 2 Outcome (2021-2022)	Year 3 Outcome (2022-2023)	Desired Outcome for 2023–24
Overall	ELA 38.89% Met or Exceeded Standards Math 16.12% Met or Exceeded Standards	ELA 41% Increase by 3% Math 19% Increase by 3%	ELA 44% Increase by 3% Math 22% Increase by 3%	ELA 47% Increase by 3% Math 25% Increase by 3%.	ELA 50% Increase by 3% Math 28% Increase by 3%
Hispanic	ELA 32.01% Met or Exceeded Standards Math 10% Met or Exceeded Standards	ELA 35% Increase by 3% Math 13% Increase by 3%	ELA 38% Increase by 3% Math 16% Increase by 3%	ELA 41% Increase by 3% Math 19% Increase by 3%	ELA 44% Increase by 3% Math 22% Increase by 3%

African American	ELA 31.95% Met or Exceeded Standards Math - 5.56% Met or Exceeded Standards.	ELA 34% Increase by 3% Math 8% Increase by 3%.	ELA 37% Increase by 3% Math 11% Increase by 3%	ELA 40% Increase by 3% Math 14% Increase by 3%	ELA 43% Increase by 3% Math 17% Increase by 3%
English Learners	ELA 12.5% Met or Exceeded Standards Math 4.17% Met or Exceeded Standards.	ELA 15% Increase by 3% Math 7% Increase by 3%	ELA 18% Increase by 3% Math 10% Increase by 3%	ELA 21% Increase by 3% Math 13% Increase by 3%	ELA 24% Increase by 3% Math 16% Increase by 3%
Foster Youth	ELA 1 student (data not displayed on CA Dashboard) Math 1 student (data not displayed on CA Dashboard)	ELA Increase by 3% Math Increase by 3%	ELA Increase by 3% Math Increase by 3%	ELA Increase by 3% Math Increase by 3%	ELA Increase by 3% Math Increase by 3%
Low Income	ELA 29.7% Met or Exceeded Standards Math 9.38 % Met or Exceeded Standards.	ELA 32% Increase by 3% Math 12% Increase by 3%	ELA 35% Increase by 3% Math 15% Increase by 3%	ELA 38% Increase by 3% Math 18% Increase by 3%	ELA 41% Increase by 3% Math 21% Increase by 3%
Special Education	ELA	ELA 17% Increase by 3%	ELA 20% Increase by 3%	ELA 23% Increase by 3%	ELA 26% Increase by 3%

	14.35% Met or Exceeded Standards Math 4.92% Met or Exceeded Standard.	Math 7% Increase by 3%	Math 10% Increase by 3%	Math 13% Increase by 3%	Math 16% Increase by 3%
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Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$19,999.20	Y
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.	\$63,205.98	Y
3	Equitable Access	Provide access to all necessary technology and instructional material/subscription essential to learning in an online format and communicate availability.	\$2,194,359.22	Y
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 Content Specialist support to 7th and 8th grade students.	\$785,192.85	Y
5	Teacher Credential Programs	Increase awareness of teacher induction and credential clearing programs through Brandman University affiliation. Awareness including expansion of topic areas, training, and information sessions to be provided to credentialed staff.	\$46,488.00	Y

Goal Analysis 2020-2021

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.

Blue Ridge Academy follows state requirements when hiring California credentialed teachers, while maintaining provision of resources, programs, and supports to ensure all credentialed teachers continue professional growth, with additional mentorship supervision in clearing credentials if applicable. Blue Ridge currently employs more than 120 multi-subject and 35 single subject teachers with cleared California State Credentials. Among the Blue Ridge staff are over 40 teachers with credentials in Special Education as Education Specialists in either Mild/Moderate or Moderate/Severe disciplines. An additional 10 HSTs with Administrative Credentials. We have 10 teachers with their preliminary credentials who are working towards their clear and an additional 7 teachers are completing their Special Education Education Specialist clear credentials, all working with the support of highly qualified coaches to mentor and support them. 65% of Blue Ridge teachers have participated in a BTSA program, where they were supported through their first and formative years as educators. Blue Ridge currently supports more than 15 candidates in the Administrative induction program through Brandman University as well as other prestigious institutes. Some of the Administration credential candidates are mentored and supported by members of Blue Ridge Administration. Administrator candidates participate by meeting with the reflective coach to provide input on the candidate's professional learning goals. Candidates actively engage in job-embedded cycles of inquiry by self-selecting a need or interest aligned to a CSTP and meet with their reflective coach an average of one hour each week of the school year for guidance, support and reflective conversations. Coaches establish and maintain confidential peer relationships with their candidates and may seek to facilitate a meeting with the administrator and candidate to ensure alignment of Individual Learning Plan (ILP) goals and district/school initiatives. Coaches will then review candidate's ILP and make adjustments as needed throughout the year. The outcomes of induction include a recommendation for a CA Clear Credential, professional growth in the California Standards for the Teaching Profession, increased teacher effectiveness, positive impact on student success, and increased leadership capacity for those serving as reflective coaches.

Blue Ridge credentialed staff attend monthly meetings which has allowed for curriculum discussions leading to additional training required by staff members to further hone in and expand on their craft. Blue Ridge staff have undergone multiple Professional Development in the area of curriculum development such as subject matter and content training provided by general education teachers with extensive experience with each curriculum option.

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. 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. The HST will work with the parent to review the student's assessments results and discuss intervention support as needed. Throughout the school year, the HST will ensure the family has access to academic support and resources including high school support and English Learner support as needed.

The performance gaps from the 2019 school year on the Dashboard in comparison to the 2020-21 school year reflect significant learning gaps for racial and ethnic groups as well as for the socioeconomically disadvantaged. Our Blue Ridge credentialed teachers have participated in an ongoing collaboration during their PLC group discussions and engage in professional development centered around student achievement and using data to drive instruction. In addition, refer struggling students to our newly established and effective Student Support Team with our Pupil Services department for ongoing tiered intervention support.

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

All indicators demonstrate that Blue Ridge Academy is making progress towards the outlined goals and therefore will continue to implement the proposed actions in our strive for continuous improvement. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies. Estimated actual staff professional development expenditures, \$14,259.37, differed than originally budgeted as some actions were not as costly as expected and others involved an initial purchase. Budgeted expenditures with a focus on the provision of parent resources allowed the use of \$60,774.98 towards additional parent support as the 'Learning Coach'. Actual expenditure, inclusive of technology access, instructional material, annual subscriptions essential to online learning for all students totaled \$1,994,872.02. The hiring of Content Specialists for provision of instruction and additional office hours for student support totaled \$549,634.99, and credential support for new teacher training totaled \$44,700. The budgeted expenditure indicated has been based on

the actual expenditure for the current school year and the projected budgeted expenditure based on this school year's baseline for program improvement and expansion.

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

Based on the usage reports for MobyMax and BrainPOP, over two-thirds of our TK-8 students are consistently using the accounts. These accounts have been useful with tying Common Core standards to the student's grade level assignments and have served as a tremendous support for HSTs when it comes to progress monitoring using the Assignment Work Record (AWR) tracking system. In addition, the support of High School Content Specialists has played a significant role in serving as an additional layer of support for high school students in need of assistance with their core content subjects. At this time, students attend regularly scheduled office hours to receive assistance in their subject matter courses and work 1:1 with Content Specialists to complete assignments and/or review concepts learned.

Our 7th and 8th graders are beginning to take concurrent enrollment courses. Access to Content Specialists for this population of students provides tremendous resources and support in preparation for high school and beyond.

Teachers were offered the opportunity to participate in continued professional development and advancement in their degree through Brandman University. Educators can work towards 18 credits, earning a Masters Degree in Education or if they have already earned a Masters Degree, they can complete two years of coursework and a dissertation to earn a Doctorate in Organizational Leadership.

In continued review of increasing and maintaining high quality teachers, Blue Ridge Academy will monitor and provide continual updates with the level of teacher experience and education within the school providing high quality instruction for all students. Of the Blue Ridge teachers who were surveyed, 1.8% currently hold Doctorate Degrees, 54% hold Master Degrees, and 44.2% have earned Bachelor's Degrees. 52% of teachers plan to continue their education and pursue higher degrees of education. 64.1% of our teachers have over ten years of experience as a professional educator, and 37% have 16-20 years of professional teaching experience. This is a clear indicator that the vast majority of teachers at Blue Ridge Academy exceed the stipulations of Highly Qualified Teachers.

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.

Based on analysis and reflections from various school departments;

The high school team is still working on facilitating guidance for HSTs and is in the process of creating training for further support, such as high school support and training for HSTs in the following areas: CTE Pathways, A-G guidelines, curriculum options, and understanding their role in accessing high school support for their students. There is still a growing need to increase student participation in attending Content Specialist office hours. As a result, the high school team and administrators will continue to increase ways to engage students and deliver resources to families to utilize the support of subject matter experts. Blue Ridge academy plans to extend the use of Content Specialists to the Middle School grade span based on PLC feedback from teachers.

Blue Ridge provides a substantial amount of richness in curriculum which supports students in preparation not only for statewide testing, but long-term global opportunities. Middle/elementary curriculum options include Common Core State Standards, are evidenced-based, hands-on and cater to multiple learning styles. Various curriculum options also include live instruction in addition to online synchronous and asynchronous learning. Several options also include placement tests to help the family identify a starting point in their learning. Careful consideration in selecting the curriculum that works best for the student is always communicated and shared between the HST and the family. Additionally, conversations and scheduled discussions with the High School Counselor, HSSCs, HST, and family prepares middle schoolers for curriculum options and setting students up for success for high school curriculum discussion and planning in addition to creating the student's course schedules to ensure long term effects of high school classes and success course completion for graduation requirements.

In the past, Blue Ridge did not have as much autonomy when it operated under a third party vendor called Inspire Charter Services (ICS). ICS managed various departments involving state testing, student achievement, professional development, and human resources. This structure left little room for Blue Ridge to have a voice in making decisions. Blue Ridge Academy is now completely autonomous from Inspire and now has total local control of both the instructional and operational components of the Charter School. This provides several benefits in the following areas: Efficient policy analysis and development, guidelines review and development, and procedures are made on an individual school level based on the school's vision and need. Blue Ridge can now make decisions that have the interests of our specific school community at heart and allow for the development of a stronger relationship with Maricopa USD, our authorizing district, as well as a more thorough and comprehensive understanding of the school's needs, its climate, community, and developed goals. Additionally, by maintaining local control, Blue Ridge has developed an effective multi-year budget to ensure sustainability and fiscal responsibility.

All Blue Ridge students take the Star 360 test at the beginning and end of the year (Fall and Spring) as part of the metrics utilized to identify student progress and need. This assessment helps teachers and parents measure progress made in the areas of ELA and Mathematics.

After the test is taken, a report is provided to parents by the teacher and a discussion about the student's score and any progress made is analyzed. The parent and teacher develop a continued educational plan. This plan could entail additional supplemental resources such as the school additional resources in the areas of reading, writing, and math supporting both paper and online instruction and exposure. An example of this can be found in the use of our Learning Ally online subscription to aid with ELA (reading). After these interventions are utilized, learning coaches and teachers assess whether or not they were successful.

If the student continues to demonstrate challenges, teachers can perform a screening to determine if small group synchronous instruction with any accommodations would be beneficial. Students who score below average are also able to meet with our student success team(SST). A possible option from SST support includes academic intervention classes or specialized curriculum in the areas of math, reading, and writing.

In addition, all students are given accounts to online programs to offer additional resources for learning. Teachers and parents are given accounts and can check their student's progress throughout the year. Blue Ridge teachers utilize assignment and work records (AWR) as a metrics system to track progress in line with academic state standards throughout the year. Teachers can evaluate how a student is progressing on state standards and compare that with academic scores on assessments. This information is uploaded into school pathways where all staff can see areas in which the student may need to focus and is uniform across the school. Teachers can use these records to help guide and support families on their educational journey.

Goal	Description
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.

Our Structure - While student participation in, and student performance on our internal diagnostic STAR360 assessments are increasing, we want to see an improvement in alignment of results to those of the state-wide testing.

LCFF Priorities 2 and 4 - This Goal is related to the California school priority related to pupil achievement (LCFF Priority 4) or the degree to which students demonstrate learning through a variety of methods, including state-wide testing and implementation, and how English Learners will access the common core and English Language Development Standards (LCFF Priority 2).

Dashboard - Data demonstrates that there are sub groups with English Learners, Socioeconomically Disadvantaged, hispanic, and students with disabilities performed at Orange progress level (Tier 2 out of 5) on the state-wide metric (Dashboard) for English. African American, students that indicated 2 or more races and white students performed at the yellow progress level (Tier 3 out of 5) for English. English Learners, Hispanic, and Socioeconomically Disadvantaged are in the Red (Tier 1 out of 5) for Mathematics. African Americans and Students with Disabilities and white students are then in the Orange (Tier 2 out of 5) for Math. The encouragement to take the state test remains a positive attempt at the school with 1,618 students taking the test in 2019. As a result of the COVID-19 pandemic, the US Department of Education waived accountability and reporting requirements for the California Dashboard which is why there is no 2020 data listed.

Stakeholder Input - This Goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: 1) continue to refine online learning platforms; 2) maintain our iterative process of implementing state academic standards into all aspects of student and teacher learning, and 3) increase curriculum focused learning opportunities for parents.

Measuring and Reporting Results

Metric	Baseline 2019-20	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
Overall	At/Above Benchmark 75%	At/Above Benchmark 3% growth	At/Above Benchmark 3% growth	At/Above Benchmark 3% growth	At/Above Benchmark 87%
Hispanic	Early Literacy 74% Math 70% Reading 68%	Early Literacy 77% Math 73% Reading 71%	Early Literacy 80% Math 76% Reading 74%	Early Literacy 83% Math 79% Reading 71%	Early Literacy 87% Math 82% Reading 71%
African American	Early Literacy 78% Math 70% Reading 66%	Early Literacy 81% Math 73% Reading 71%	Early Literacy 84% Math 76% Reading 74%	Early Literacy 87% Math 79% Reading 77%	Early Literacy 90% Math 82% Reading 80%
English Learners	Early Literacy 70% Math 61% Reading 44%	Early Literacy 73% Math 64% Reading 47%	Early Literacy 76% Math 67% Reading 50%	Early Literacy 81% Math 70% Reading 53%	Early Literacy 84% Math 73% Reading 56%
Foster Youth	Early Literacy No Foster Youth Identified	Early Literacy No Foster Youth Identified	Early Literacy No Foster Youth Identified	Early Literacy No Foster Youth Identified	

	Math 0% Reading 0%	Math 0% Reading 0%	Math 0% Reading 0%	Math 0% Reading 0%	
Low Income	Early Literacy 78.5% Math 69.5% Reading 66.5%	Early Literacy 81.5% Math 72.5% Reading 69.5%	Early Literacy 83.5% Math 75.5% Reading 72.5%	Early Literacy 87.5% Math 80.5% Reading 77.5%	Early Literacy 90.5% Math 83.5% Reading 80.5%

Actions

Action #	Title	Description	Total Funds	Contributing
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. Understanding the California Dashboard ELA and Math scores through PLC meetings.	\$79,007.48	Y
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	105,00.00	Y
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	\$1,008,800.00	Y
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.	\$1,313,073.43	Y

Goal Analysis 2020-2021

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.

Blue Ridge presented professional development in the areas of academic intervention and social emotional needs of all students multiple times throughout the year. The school will include delineation in the training for our priority groups if the data suggests there is a difference in results among student groups.

Blue Ridge provides academic support for students who are underperforming in math and reading on the STAR 360 and CAASPP tests. Data was scarce due to the statewide testing (CAASPP) cancellation for the 19-20 school year due to the COVID-19 pandemic. Curriculum guidance based on student assessment data is dependent on the value learning coaches place on test results.

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

Focus has been placed on maintaining and increasing levels of appropriate teacher assignments and provision of sufficient instructional materials to address the continued expectation in meeting the needs of struggling students through Blue Ridge Academy's MTSS program and Special Education department. Intervention teachers, MTSS and Special Education staff undergo monthly training with Administration and department supervisors for continued analysis and development support for all students. Estimated actual expenditures were utilized as expected, Professional Development - Provision of student support through MTSS (\$75,698.73), delivery of the administration of school wide diagnostic assessments (\$102,358), the provision of targeted staff support to meet proficiency for struggling students (\$970,000), and targeted focus for Students with Disabilities, English Learners, Foster Youth and Low Income students (\$1,258,870.44). The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on this school year's baseline for program improvement and expansion.

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

Blue Ridge created separate websites for the mental health team and student support team which include all tier 1 resources for academic and social emotional intervention. This streamlined approach made it easier for teachers to find the resources that were needed for intervention. The Student Support Team was much more efficient in getting resources out to families. In addition, Blue Ridge created a Mental Health Program and ensured that all families were made aware of the available services for all students. Teachers were provided with training multiple times within the year so that they were aware of the support the school offers and how to access the support for their students and families.

The Pupil Services department provided services for 332 students in the 2020-21 school year in comparison to 190 students from the previous year as Inspire Charter Schools. The department has been restructured to provide a more targeted approach to intervention and pupil support :

Academic Intervention: 219

Hispanic students:	109 (50%)
African American students:	41 (19%)
English Learner Students:	10 (5%)
Foster Youth students:	0
Low Income students:	85 (39%)

Mental Health/Social Emotional Learning (SEL) 113

Hispanic students:	51 (45%)
African American students:	15 (14%)
English Learner Students:	3 (3%)
Foster Youth students:	0
Low Income students:	47 (42%)

In the 2020-21 school year, the Mental Health Team has received 209 initial referrals. This number includes the referrals made through the Student in Crisis Form, SST process, Mental Health Referral for Support Form, and emails to the Mental Health Team for counseling/SEL support, resources/interventions, or consultation. Of the 209 initial referrals, (100%) 209 referrals were followed by a direct email or phone call to parent/guardian, General Education Teacher, and the Special Education Case Manager to proceed with next steps or to offer the appropriate resources. 71% of the Mental Health referrals received immediate counseling and/or crisis intervention support due to the nature of the student mental health need.

Of the 148 Mental Health Forms received, 94% (139 students) received an offer for Tier 1, 2 or 3 counseling/SEL support based on the information provided on the MH Form and other data collected by the Mental Health Team. Out of the 139 students who were offered support, 78% (108 students) began receiving immediate counseling support.

To date, 42 students have completed one round of Tier 1 or 2 counseling, 54 students are on an active caseload and receiving counseling support, and 12 students have transferred to receiving intensive counseling support and services through Special Education counseling and/or have completed counseling and exited. 22% (31 students) who were offered support, did not begin receiving counseling through the Mental Health Team and declined the offered support or were unresponsive to the multiple attempts made by counselors to coordinate the support appointments.

Students continue to receive social emotional support through the Social Emotional Learning (SEL) intervention groups developed and offered. We have successfully implemented and provided access to the Merrell's Strong Start/Kids/Teens Social and Emotional Learning Curriculum, with additional higher levels of need offered to students whose needs may not be addressed solely through counseling support. There have been four SEL intervention groups in total, two of which have been for grades 6-8 and two for grades 9-12. 21 students were enrolled, 6 students or their parents declined or were unresponsive to the enrollment into the group, 15 of those enrolled have successfully participated.

The Mental Health Team's effectiveness is continuing to grow with the development of the effective systems, framework, procedures and protocols that have been created and under continual review for an efficient program. The support being offered by the Mental Health Team is demonstrating the positive impact in quantitative and qualitative ways on the social-emotional growth and mental health improvement of Blue Ridge Academy students. Not only have students been able to benefit from the Mental Health Team, but there has also been a perceived gain for teachers and various school staff as well from the resources, interventions, and consultations provided by the Mental Health Team to support students' needs. We continue to provide specific topic related Professional Development for all staff.

The MTSS Intervention team at Blue Ridge Academy has found great success this year in providing General Education Intervention in the areas of Reading, Math, and Speech. Last year, the Intervention supports that were provided through the Student Support Team (SST) was overseen by ICS staff, which serviced multiple groups. This year, the entire SST Intervention team was brought in and trained specifically on the educational benefits of MTSS the 3 tier model to support struggling students using a proactive model.

The shift in the new department falling within Special Education & Pupil Services this year greatly improved the communication, collaboration, and efficiency needed to effectively respond to the different student needs that can further be addresses throughout the school year, as the MTSS and Special Education team work closely together to make sure that all students within both tiers are not falling through the cracks or behind.

One notable change that was implemented in the SST/MTSS system this year pertains to the tracking of students as they access Intervention supports. Previously with ICS, access to Intervention small groups (for academic and speech support) was granted through open signups that General Education Teachers - Home School Teachers (HSTs) could access without having to go through an SST meeting. This meant that some students were participating in Intervention support without documentation or record of their family's specific concerns, goals, or input on the process. This year, every single student that is a candidate for MTSS Intervention support is closely documented with an SST form that keeps record of the Initial SST Meeting and all subsequent Follow Up Meetings held throughout the year. Additionally, all of these students are closely monitored on a spreadsheet that tracks their time in intervention, including how many rounds of support they have received, the nature of their services (active, concluded, rescinded), and any transfer to different departments within Pupil Services (Special Education, 504, Mental Health).

When it comes to referrals for MTSS Intervention services, the process begins with universal screening and teacher observation. Universal screening measures (in the form of the Renaissance Star 360 Assessment in Reading and Math) are implemented at the start and end of each school year to help identify how students are progressing (comparative to grade level) and which students are starting to fall behind. If there is any concern with how a student is progressing, an SST/MTSS referral is made and a meeting is scheduled with the SST, Homeschool Teacher, and parent to get to know the family and discuss each case. Due to the nature of our Independent Study/Homeschool model, a large portion of the discussion within each SST meeting includes a review of Tier 1/primary instruction, including curriculums being used, daily study habits, nature of instruction, and previous attempts at intervention. Teacher and Learning Coach observations are also taken into account, and this data is all used to help determine what tier of MTSS Intervention support would be most appropriate.

In terms of the Tiers, the MTSS Intervention Team has worked closely to build out different tiers of support for Reading, Math, and Speech. The tiers of support that were developed for each content area take into account the different situations that are specifically unique to students in our Independent Study/Homeschool model, from least restrictive Tier of support that is provided to students who are identified to be minimally behind or lacking in exposure to strong primary curriculum is consult support. Additionally, some of the students who are minimally behind also benefit from the use of specific online educational programs that Blue Ridge Academy has licensed for remediation support. This year, Blue Ridge Academy's online program offerings include Reading Horizons (for students who need support with decoding) and Pathblazers (for both Reading comprehension and Math remediation).

If students are identified to be more severely behind in Reading, Math, and Speech (beyond what consult and online program support can remediate), then they are recommended for small group instruction with one of the Intervention teachers. Academic small groups within Blue Ridge Academy have been coordinated to hit the major concepts that are present in the Common Core State Standards for reading (including decoding, fluency, sight words, and comprehension) and math (ranging from basic counting, to fluency with all operations, up to Algebra 1). All academic small groups utilize research based curricula, including Lively Letters, RAZ Plus, and Scholastic News (for reading) and Big Ideas Math (for math).

The model of incorporating the parent support into the weekly consults has proven to be a sustainable approach, providing parents the opportunity to leave with tips, strategies, and know-how to improve the rigor of their instruction (as opposed to simply relying on the consult as 1:1 tutoring).

Overall, the MTSS Intervention data that has been tracked after one year under the Blue Ridge Academy umbrella indicates a steady pattern of growth. When it comes to staff, the MTSS Intervention team includes 7 teachers (4 reading, 3 math) and one Speech and Language Pathologist for prescreening and group support which in turn reduces the number of special education evaluation requests for speech and language services.

On average, the reading teachers normally have about 20 students per six-week round, while the math teachers have about 24 students per six-week round. The Speech caseload has continued to grow since the year began, finishing the year with 57 active students. In terms of participation, the data

that was transferred over last year from ICS (for the 2019-2020 school year) indicated that 126 students participated in SST support for the entire year (97 for Academic support and 29 for Speech support).

For the current 2020-2021 school year, there are a total of 337 students who have received academic/speech intervention over the course of this year. Of these 337 students, 131 receive reading support, 97 receive math support, 39 are dually enrolled (in both reading and math), while 70 receive speech support. From last year to this year, this jump from 126 students to 337 students is a 267% gain. Over the course of the year, the Intervention program has seen a steady increase in numbers, from 55 students in Round 1 (September/October) to 124 students in Round 2 (October/November), which was the biggest jump of the year. Round 3 (January/February) included 137 students, Round 4 (March) included 141 students, and Round 5 (May) finished with 145 students, which still tracked small gains into the end of the year. In sum, although we have yet to see the academic gains reflected in state test scores (those scores have not been released at the time of this report, as the testing window is still open), the qualitative and quantitative data that we have tracked through participation, parent feedback, and staff feedback greatly supports that the MTSS Intervention team is making a difference in supporting the academic growth of struggling students at Blue Ridge Academy.

In addition, the participation rate for the STAR 360 went up from 88% in the spring of 2020 to 95% in the fall of 2020 with a score of 60% better than their grade level peers nationwide suggesting that the increase in teacher training and awareness has aided in the response to school provided interventions.

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.

Based on stakeholder feedback Blue Ridge family liaisons will hold a twice a year conference designed to help support families with their needs in their homeschool journey. The liaisons will present curriculum and teaching philosophies to help parents. They will also be sending out a twice a month bulletin with updates on school wide activities, field trips, or updates. In addition the family liaisons are holding planning sessions over the summer to help new families or those who want additional help go through the steps of creating education plans for the year. These sessions will help answer parent questions and provide guidance with aligning lessons to state standards and selecting curriculum that fit with the family's and state's educational goals.

In addition teachers and parents will be given more information at the beginning of the year about high school content specialists. These specialists are highly qualified teachers who provide office hours and lessons to students and/ or their parents in the core academic areas. Blue Ridge wants to encourage more student participation next year by giving teachers and parents all the information and training on how these teachers can help so they can encourage students and parents to attend.

Based on the MTSS process and SST team tracking, intervention teachers will monitor academic progress as well as STAR 360 test scores and online program scores. STAR 360 scores help enable General Education teacher support (Home School Teacher-HST) by determining areas of need for students and measurable growth and improvement. Blue Ridge has added additional learning opportunities for middle and high school students through the CTE course pathways, allowing students to research, explore and practice careers leading to stronger college and career readiness skills. These CTE pathways include several options for developing skills, allowing the students and families to determine the best path for their student, thereby increasing participation for students and greater success. CTE course work is easily monitored by both HST and parents through several metrics platforms (such as) which will guide teachers in analysing progress for each of their students. CTE Platforms allow both HST and parent monitoring through access to the system in real time, allowing both the parent and HST see progress to support the student while learning various subjects.

Goal	Description
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.

Our Structure - Our independent study curriculum is delivered online, making it relatively difficult to implement a hands-on type of career education. For example, we do not have a physical classroom where students may use drafting boards. However, we want to maximize available resources to offer a rich assortment of career-oriented courses. E.g., online and college level courses.

LCFF Priorities 4, 5, 7 and 8. This Goal is related to the following California school priorities:

- 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
- LCFF 5 - High School Graduation Rates
- LCFF 7 and 8 - areas related to student access to and outcomes in state-adopted courses

Dashboard - Our students scored in the Yellow tier (3 out of 5 performance tier) for College and Career and Green tier (4 out of 5 performance tier) for Graduation Rate indicator. Our students superseded the state graduation expectation. With the continued support from our high school counselors, success coordinators, and content specialists, graduation outcomes for our students continue to increase.

Stakeholder Input - This Goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: 1) continue building Career Technical Education Programs, 2) refine communication and support for Advance Placement and A-G approved Course, 3) refine creation and use of high school graduation plans, 4) increase array of elective course offerings, and 5) refine structural support to help students who are credit deficient.

Measuring and Reporting Results:

Metric	Baseline 2018-19	Year 1 Outcome 2019-20	Year 2 Outcome 2020-21	Year 3 Outcome 2021-22	Desired Outcome for 2023–24
Overall Graduation Rate	Green 88%	275 out of 316 students graduated: 87%	227 out of 243 students are on track to graduate. 93%	Increase by 1%	Maintain or increase 2020-21 rate 93%
Hispanic	95%:	89.7%:	98.4%:	Increase by 1%	Maintain or increase 2020-21 rate 98.4%

	40 students	96 students	64 students		
African American	(2 students) Dashboard data not displayed for provided	93.8%: 15 students	93.8%: 15 students	Increase by 1%	Maintain or increase 2020-21 rate 94.8%
English Learners	(3 students) Dashboard data not displayed for provided	(4 students) Dashboard data not provided	0 students	Increase by 1%	Maintain or increase 2020-21
Foster Youth	0 students	0 students	0 students	0 students	Maintain or increase 2020-21
Low Income	86.8%: 68 students	84.8%: 173 students	98.9%: 91 students	Increase by 1%	Maintain 2020-21 rate 98.9%

Measuring and Reporting Results:

Metric	Baseline 2018-19	Year 1 Outcome 2019-20	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall College and Career Readiness	2019 - Yellow 12.8% Prepared (86 students)	Dashboard data not provided	Increase by 2% 14.8%	Increase by 2% 16.8%	20% Prepared
Hispanic	95%: 40	Dashboard data not provided	Increase by 2% 97%	Increase by 2% 99%	99% Prepared
African American	(2 students) Dashboard Data not displayed for privacy	Dashboard data not provided Increase	Increase by 2%	Increase by 2%	Increase by 2%
English Learners	(3 students) Dashboard Data not displayed for privacy	Dashboard Data not provided Increase	Increase by 2%	Increase by 2%	Increase by 2%
Foster Youth	0 students	Dashboard Data not provided Increase	Increase by 2%	Increase by 2%	Increase by 2%
Low Income	86.7%: (59 students)	Dashboard data not provided	Increase by 2% 88.7%	Increase by 2% 90.7%	92.7% Prepared

Actions

Action #	Title	Description	Total Funds	Contributing
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...SEP plan activities include This includes staff learning about the College and Concurrent Enrollment.	\$109,264. 08	Y
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.	\$1,008, 800.00	Y
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)	\$39,208.24	Y
4	Students with Disabilities: Certificate of Completion	Implementation of targeted Life Skills classes for SWD high school students on a Certificate of Completion track	\$225,150.01	Y

Goal Analysis 2020-2021

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.

For the 2019-20 school year, Blue Ridge continued to increase access to families for A-G course guidelines and curriculum and used A-G Individualized Graduation Plans (IGPs), maintained options for concurrent enrollment opportunities, and provided access to Naviance college and career readiness programs for high school students. Blue Ridge has increased HST training in core subjects, standards based curriculum options and best practices for families. For the current school year, Blue Ridge has continued to expand A-G course guidelines for all core courses, expand curriculum options containing increased A-G coursework, and increase the number of CTE Pathways to integrate core academic knowledge with technical and occupational knowledge. The high school support team continues to plan training and support for staff and families involving concurrent enrollment updates and procedures, college and career readiness, College Week to assist families with completing college applications, college testing, and financial aid. For moderate/severe students in a Certificate of Completion program, additional foundational life skills classes and community based programs are being offered. HSTs continue to use student data in Star 360 benchmark assessments as well as SBAC scores to guide discussion during learning period meetings. This year, the LCAP team presented information to all stakeholders regarding Blue Ridge California Dashboard 2019 CAASPP scores and discussed the overall goal over the next three years to decrease the gap between Blue Ridge ELA and Math scores and the state's scores. Further discussions have taken place during PLC meetings where teachers have collaborated and analyzed student data across grade levels to help further improve student achievement. Blue Ridge continues to increase professional development for staff based on WASC and LCAP goals to further improve support for English Learners (EL) and Social Emotional Learning (SEL). Our school's EL Coordinator provides live online ELD instruction to help English

Learners acquire skills in reading, writing, listening, and speaking. Additional free resources have been provided to all families and are posted on the Blue Ridge website including resources for SEL.

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

Actions were implemented as intended, which includes professional development, course restructuring and additions made as planned. CTE Pathways & College & Career Readiness Professional Development estimated fell within the anticipated range of actual expenditures \$99,330.98. The pursuit for a more targeted approach in supporting student social emotional needs required the estimated actual budget \$37,769.46. With an emphasis placed on supporting the continual needs of Students with Disabilities, a Life Skills program was developed with a fundamental target for students on a Certificate of Completion track, estimated actual expenditures totaled \$216,490.40. . The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on the year's baseline for program improvement and expansion.

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

The high school team meets weekly to review the outlined high school procedures and engage in discussion related to monitoring support for students and staff. Our Counseling Department has taken on more duties this year with regard to administering live training for families and staff and also providing office hours to extend additional support to HSTs. Counselors have also created a presentation schedule for families consisting of monthly calendar events to help high school students with concurrent enrollment, career goals, college applications, college week, and grade level specific planning such as freshmen and junior week, and graduation information. These actions have helped to increase parent and student participation by gaining a better understanding of meeting high school graduation requirements as well as gaining knowledge on UC/CSU entrance requirements. High School Content Specialists continue to provide support to students in grades 9 to 12 and are working with administration to boost student participation in all subject matter office hours.

As a result of the COVID-19 pandemic, state testing participation rates have fallen below the 95% participation requirement; however, HSTs and Case Managers continue to work with families to encourage students to complete testing remotely and offer additional PPE and scheduling test site locations for in person assessments. With the growing need for mental health support, Blue Ridge immediately began providing mental health support for student well-being at the beginning of the school year. The mental health team serves and supports both general education and special education students, teachers, and families. This involves creating threat assessments and facilitating crisis response. The mental health team delivers a comprehensive social-emotional learning intervention program for students and parents and provides educational staff training opportunities regarding mental health.

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.

For the 2021-2022 school year more recognition will be given to high school content specialists who focus on academics as well as study skills for success. As part of the planned metrics in achieving the desired outcomes, the team will track participation, using the school's CTE tracker survey and set up on the School Information System (SIS) platform if the student will be enrolled into a CTE Pathway. Content specialists are also working with HST's to provide updates on participation. Blue Ridge has worked to find online programs to offer high school students to aid in success. The high school specific programs are Net tutor, Adobe Creative Cloud, and Digital Theater. Blue Ridge has increased CTE pathways and actively promotes these programs to staff as well as students. Blue Ridge tracks student's in the CTE programs which is linked to the CTE Blue Ridge handbook page, which provides two ways on how to access CTE pathways depending on the option a student will benefit the most. The third option is tracked through the student's transcript data. We hope to see an increase in participation and subsequently graduation. With the help of these programs we hope to increase credits earned and college and career preparedness. We will monitor usage of these programs and compare them to students who are on track to graduate as well as STAR 360 and state CAASPP scores.

Goal	
4	Foster improved connection with all stakeholders to include and incorporate increased stakeholder feedback

An explanation of why the LEA has developed this goal.

Our Structure - Data, including our school climate survey results, indicate families and students feel connected to our school and engaged in their education. Parents also indicated they would like to receive more support and training in learning how to homeschool their children and students.

- LCFF Priorities 2,3, 5 and 6** - This Goal is related to the following California school priorities:
- LCFF 2. Implementation of state standards - This refers to our efforts to inform and support parents in their role as a homeschool parent educator and assist with ensuring students are meeting their grade level standards.
 - LCFF 3. Parent/Guardian Involvement - This refers to our efforts to include parents in the education of our students
 - LCFF 5. Pupil Engagement - This refers to how connected students feel to their school that, in turn, positively influence them to engage in their education.
 - LCFF 6. Student Climate - This relates to how positive a school culture feels to parents, students, and staff.

Dashboard - State Dashboard metrics show our students scored in the Blue range (highest tier 5 out of 5) on both the chronic absenteeism and suspension rate indicators. Still, we want to improve continuously in the area of student and family engagement.

Stakeholder Input - This Goal was influenced by our parents, staff, and students whose feedback emphasize increased clarity and communication regarding how various liaisons support students/families, particularly our priority groups such as students with disabilities, those with social emotional needs, and struggling students. In addition, the feedback also emphasizes an increased need for support in curriculum choices, aligning to common core standards, college and career readiness, and how to utilize data from assessments.

Measuring and Reporting Results

Metric	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall	2167 responses (parents, students, staff)	28% response rate 5% increase	33% response rate 5% increase	38% response rate 5% increase	38% response rate

	23% response rate				
Parents	28% response rate 1061 responses	33% response rate 5% increase	38% response rate 5% increase	43% response rate 5% increase	43% response rate
Students	5% response rate 315 responses	10% response rate 5% increase	15% response rate 5% increase	20% response rate 5% increase	20% response rate
Staff	36% response rate 791 responses	41% response rate 5% increase	46% response rate 5% increase	51% response rate 5% increase	51% response rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement	Implement a structured program (called Project Engagement) focused on maximizing student and family engagement - PDs to be delivered by family liaisons	\$11,830.00	Y
2	Translation Support	Translate instructional resources into Spanish to further parent access and support	\$4500	Y
3	Stakeholder 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	\$30,500	Y

Goal Analysis 2020-2021

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.

Blue Ridge has made stakeholder engagement a year long priority. All stakeholders, including staff, families and students were continuously asked to participate and give ongoing feedback throughout the school year. During the course of the 20-21 school year, presentations of LCAP goals were created with the goal of making the LCAP more accessible to all Blue Ridge families by making it available in both English and Spanish. It was distributed to stakeholders to inform them of upcoming school goals and actions. Stakeholders were then asked to give their feedback, their opinions on our progress as a school, and any suggestions they had to make our school more successful. Stakeholders were informed and surveyed on topics including; Attendance and Suspension, College and Career Readiness, English Language Arts, Mathematics, English Learner Progress, Teachers Instructional Materials and Facilities, Parent and Family Engagement and Local Climate, and Access to a Broad Course of Study and Graduation Rates. Blue Ridge Administration has worked closely with staff and families making sure they are aware of changes to school policy and informed of any legislative changes that affect our school. Blue Ridge Academy has recruited the additional input and feedback from the DELAC committee.

Based on stakeholder feedback, the ongoing changes in charter school law and academic requirements for our homeschool families, further guidance, tools, and support is needed to help our staff and families to foster academic success for Blue Ridge students. The Family Liaisons have provided information sessions for prospective Blue Ridge families that include curriculum options, what to expect at learning period meetings, understanding the parent's role and the HST's role, state testing requirements, etc. Future parent training and 'coffee conversation' sessions will include detailed information regarding the parent's role/responsibility and what is expected such as work sample submission, attendance requirements, state testing and benchmark assessment participation over the course of the school year and through the summer session. Our Family Liaisons are also working with the vendor team to create a Video Library that will be shared with our Blue Ridge staff and families. The Liaison Team is also working on creating a Blue Ridge Bulletin by sending parent newsletters on the 1st and 15th of every month starting in July of 2021. This action was implemented based on the ongoing request for additional support from Blue Ridge families who would like to continue learning how to successfully homeschool their children and continue to build on their growth and development. The newsletter will also include information from various departments such as Community Connections for field trip events, the Lending Library for free curriculum resources, and Enrichment and Curriculum. Blue Ridge families have been given a list of standards based curriculum choices that are available for the summer as well as the next school year, in an effort to allow families the time and tools to make an earlier and more informed decision about their students' learning path.

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

In continued efforts to develop and maintain strong and collaborative engagement procedures and opportunities for all stakeholders, the actual expenditures assigned and utilized remain within the estimated actual budget totaling \$32,059.95. The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on the year's baseline for program improvement and expansion as outlined within the actions.

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

These actions were extremely effective in moving towards our goal of fostering our connections with stakeholders. Our staff, families and students were made aware of our school process as well as have input in the functioning of our school. Families and staff are able to communicate their needs and concerns, and Blue Ridge has been making adjustments to address those needs and concerns of our stakeholders. Many of these adjustments involve consistent communication with all stakeholders to provide school information, share action plan goals, and collect stakeholder feedback throughout the school year via surveys, recordings, and provision of topic based PowerPoint slides.

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.

Based on stakeholder feedback from the 2020 climate survey , Blue Ridge is working to increase parent educator training, supporting our parents to facilitate their student's learning and helping to increase student scores on benchmarks and state assessments. 48.7% of our families reported they felt they needed more training to help them further link their teaching to the standards and they wanted more professional development. Consequently our 2021 climate survey shows that 90.7% of parents feel that the school effectively prepares their students for the next grade level and 91.3% agree or strongly agree that the school works with parents to provide enrichment opportunities as well as intervention and support for those who need it. In addition, 97.1% of parents agree or strongly agree that their HST knows best how to support them in their progress toward meeting the state standards. In conjunction 96.6% of students feel that the school does a good job of working with their parents to help them do their best and 98.3% feel that the school provides a good education. Blue Ridge's unique school design provides opportunities to individualize student education plans. Parents can receive materials that they feel will work best for their student's learning style and educational philosophy. According to the climate survey 89.6% of parents feel that the school provides personalized learning and knows their students well. Furthermore 94.2% of parents and 94.9% of students agree or strongly agree that the school provides information or resources in the home to support each student's education.

In addition, stakeholder feedback from 2020 indicated that parents would like more training on what it means to be college and career ready, how to use assessment data to drive instruction, and the role of all stakeholders. Data from our 2021 survey shows 42.8% of parents feel that they are well informed about their high schoolers progress toward graduation and 72.2% feel that the school is preparing their student for future college or career paths. Therefore, High School Success Coordinators have implemented high school orientation meetings and office hours for families as well as counselors holding grade level focus weeks during the year. Also counselors and success coordinators have a college week during the school year to try to promote preparedness for the future and to get all students looking at options.

According to survey results 89.7% of parents and 85% of students surveyed feel that they or their students feel safe and connected to the school. Many commented that they are looking forward to future opportunities to meet up with other students or to participate in in-person field trips or classes to foster more connection. Community Connections teams held virtual enrichment opportunities in the 2020-2021 school year, but are hopeful to offer some in person events for the 2021-2022 school year. Family Liaisons will offer a beginning of the year orientation to help all new families feel supported in a school community. In addition, training will be held once a semester for all families to review responsibilities and give tips and advice for all learning coaches.

In the 2020 school year, stakeholder feedback from staff suggested they would like more training on what it means to be college and career ready, how to use assessment data to drive instruction, and the role of all stakeholders. For the 2021 climate survey, staff input indicated 92% felt they have access to the tools they need to do their job. However, staff would like to see more high school support and resources being offered to both staff and parents to help increase parent involvement and confidence as well as staff support from high school success coordinators and guidance counselors. Due to the increased support provided by the high school team, teachers have felt better equipped to manage their high school students but also continue to request more specific high school support.

In addition, stakeholder feedback from the 2021 climate survey, indicated that 97% of staff felt that they built successful relationships with their families. 84% of staff felt that administrators recognized teachers and staff for a job well done. 96% of staff felt that Blue Ridge is a good place to work and learn. There is a common pattern and trend between all stakeholders in wanting to participate more with in person school events to increase parent and student involvement and connections to continue building relationships with one another. 97% of staff indicated

they take great pride in working for Blue Ridge and appreciate being rewarded for their hard work. Staff also suggested increased opportunities to recognize staff throughout the school year.

Blue Ridge will be focusing on the responsibilities of each stakeholder to help reach LCAP goals. We hope this focus and increased connections between the school and families will provide incentive to all stakeholders to continue to provide feedback on our school surveys for accurate feedback on school progress. We will use this feedback as part of our participation metrics.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
FY2021 - FY2024 30% Foster Youth, EL, Low-income student services	Although the percentage of Foster Youth students remained the same, a decline was indicated for EL students from 109 students in 2019-2020 to 94 students in 2020-2021. We also identified a decline in the enrollment of low income students, from 106 in 2019-2020 to 51 students in 2020-2021. Blue Ridge Academy hired and dedicated specific personnel to support all Foster Youth and Low Income students. In addition, with the development of our newly restructured EL program implemented this school year, including parent feedback to the educational benefits observed and measured, we continue to dedicate additional funds in the following areas: Additional access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access, hotspots, and tech support, the additional hiring of specific school staff (Homelessness Liaison, ELL Coordinator, Licensed Marriage & Family Therapist, and additional Content Specialists to monitor, support, and provide instructional and social emotional programs to meet the continued needs of the students.

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.

Through a comprehensive review, effective action was taken to provide additional resources and direct services which were identified by the referral increase this school year to the mental health program for unduplicated students. Additional funds have been included in the projected estimated 2021-2022 school year budget to cover expenses for increased counseling services as well as the provision of crisis intervention. To continue support and program improvement for Blue Ridge Academy's Foster Youth, English Learner, and Low Income students, the following strategies have been implemented:

*Proactive communication on the availability of community services and resources, including meals and childcare for students

*Added social-emotional learning (SEL) to our curriculum

*Prioritized fewer learning goals, identified course sequence changes, implemented an appropriate grading policy

*Administered surveys to help identify new needs

Our non-classroom-based independent study platform includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access and hotspots.

We communicate our learning plan to families of our English learners (approximately 1.5%) in a language they understand to ensure meaningful and equal participation. Our virtual curriculum options facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Consequently, students also accessed daily synchronous EL instruction delivered successfully by our EL Coordinator with an 85% participation rate. Students with Disabilities also maintained their English language development (ELD) goals within their IEPs, also receiving synchronous instruction from the Specialized Academic Instruction Teacher. We incorporate integrated ELD in subject matter courses and provide online designated ELD classes administered by an appropriately credentialed and trained teacher. As a result of these goals, 28 students reclassified from the 2020-21 spring summative ELPAC, which is about 30% of our English Learner population who reclassified. With the continued support and services that Blue Ridge will provide to English Learners, progress monitoring by the HST and EL Coordinator will remain a primary area of focus in order to aid in developing English language proficiency.

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 Academy will be providing additional staff and parent training, facilitated by the English Language Coordinator to support the English Language Learners students, families, and teachers. Staff training and parent training provided will be related to our English Language Development program. The Blue Ridge Testing Team offers ongoing office hours throughout the ELPAC testing window for the initial ELPAC and summative ELPAC to assist our HSTs with administering the assessment to English Learners. Consistent communication is provided to English Learner families and the HST of record from the EL Designee and EL Coordinator. Free English Learner resources are provided on our school website and in the Family Liaisons Parent Bulletin Board website. Within the free yearly subscription accounts, English Learners are provided with a free BrainPOP account for all grade levels. DELAC meetings will be scheduled for the 2021-22 school year to begin developing mutually supportive and respectful partnerships between staff, families, and community members.
- Blue Ridge Academy's Foster Youth and Homelessness liaison will continue effective and direct support for Foster Youth, Low-Income families, and homeless families, this includes access to community - based resources. Continued close liaison contact and collaboration with family and students experiencing homelessness are created between the Homeless liaison. The Homeless liaison will provide local support and resources to students in need and will coordinate with the Blue Ridge mental health team as well as community agencies for further support. Student data is continually reviewed by the team to address additional accommodations the student may require. In addition, the Homeless liaison will address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs. Blue Ridge will continue to follow all guidelines outlined in the Homeless Education Policy. Blue Ridge Academy is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and additional services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement

standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

- Devices to access the distance-learning curriculum, which includes and not limited to ensuring hotspots and high speed internet are provided. Blue Ridge Academy is mindful about the needs of foster youth, homeless students, military dependents, and migratory students, and follows Ed Code 51225.1 to exempt these students from the graduation requirements or grant an extra year of enrollment for those who are able to complete them.
- We have developed an effective and implemented an efficient mental health program specifically offering a social emotional learning curriculum, this allows us to provide immediate and long-term additional student support and family support for all students. To date, 113 students are currently receiving counseling through the mental health service program. In addition, families and students have accessed our crisis support services to further support our students and families. Providing these supports and making the instruction
- of "soft skills" available to students have been shown to improve their attitudes towards school and as a result, increase their academic performance.
- Staff training related to Mental Health and Crisis intervention was provided and will continue through the expansion of additional staff to support in the improvement of services as student requests have increased.
- Access to the Multi-Tiered Systems of Support (MTSS) providing direct intensive instruction. Staff training for MTSS and its educational benefits has also been provided and will continue on an on-going basis, with the expansion of hiring additional academic content staff to address the increase of needs identified. Staff will identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. In addition, teachers can refer students to work in a web-based learning tool targeted to the student's needs based on the STAR 360 diagnostic screener. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

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

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

Statutes and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, 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 stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, present the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charter-wide), 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 K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.