

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 [2022-23]

General Information

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

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 grown over the last two years and has now employed 309 certificated staff members and 91 classified staff members and fosters a positive learning environment for all educational partners within our community.

Blue Ridge Academy runs a variety of programs. Over the last 2 years, the school has developed and adopted various programs and services to effectively and efficiently support our students. Within the current school year, we have worked diligently to ensure continuity and consistency for our students, families, and staff as they begin to transition back to in-person events and activities, this includes the increase of enrichment activities.

Additional academic and social emotional support services, including our Multi-Tiered Systems of Support programs and interventions continue to be developed and provided for struggling students and all of our diverse learners, this includes additional resources provided to our Learning Coaches. This virtual synchronous model allows extensive opportunities in delivering instruction to our students at various capacities such as one to one instruction and/or small group instruction.

Our school has continued to ensure the access, growth, and provision of a mental health program for all staff members provided by 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 maintained and continues to work diligently to expand and restructure its mental health support for students. Our program has experienced growth over the last 2 years and was designed to promote the mental health, social emotional well-being, and academic achievement of all Blue Ridge Academy students. The following supports are provided by our Mental Health Team; on-going collaboration with students, parents, and teachers, mental health counseling services, social emotional lessons and small group workshops, which includes group and peer interaction and

facilitation, provision of professional development for staff and parents, ongoing immediate 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 a meaningful intervention for elementary, middle and high school students.

Students who are Low Income (SED):	39.22%
Students who are English Learners:	1.24%
Students in the Foster Care system:	0.07%
Students who are Homeless:	0.72%
Students with Disabilities (SWD):	11.17%
American Indian/Alaska Native:	0.26%
Asian:	5.35%
Black/African American:	6.48%
Filipino:	1.36%
Hispanic:	33.45%
Native Hawaiian/Other Pacific Islander:	0.26%
White:	41.73%
Multiple:	10.81%
Missing:	0.31%

Reflections: Successes

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

In the 2021-2022 school year, Blue Ridge Academy Family Liaisons have increased connections and training for parents and homeschool teachers by offering several virtual events. Twice a month there is a virtual “coffee chat” for parents and guardians to discuss success, concerns, or to share ideas. Once a month they offer E3 Parent Sessions where experienced homeschool parents and HSTs share their expertise around a specific theme. In addition, the family liaisons offer a monthly subject-specific curriculum share for learning coaches to share their favorite curriculum. Family Liaisons also offer a Back-to-School training, new parent orientation, and planning sessions for the next year. To further connect with the community, Blue Ridge offers a prospective

parent session during the Spring semester prior to enrolling for the following school year. Blue Ridge's Special Education department has also included a new virtual Open House event to further provide information to our families and showcase student work, programs, and support.

Blue Ridge Academy continued to develop and grow its Content Specialist staff and resources for the high school department. They provide a broad range of support, including offering office hours, tutoring sessions, virtual lessons, creation of AG electives 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 such as Systems Programming, Cosmetology, Emergency Response, Business Management etc. Home School Teachers (HST) meet monthly to discuss relevant topics. These are determined based on teacher surveys regarding additional training needed. In these Professional Learning Communities (PLC's), teachers have discussed high school progress monitoring, available services for high school students, content support for parents and students, academic progress monitoring and more. We have also discussed different routes for non-traditional learners. BR continues to offer NetTA and NetTutor to help with 24-hour tutoring and help with assessing assignments. In addition, BR supports students who want to be on an NCAA path for college.

The Community Connection (CC) Program has been expanded to promote community among Blue Ridge Academy families and staff by providing educationally focused events, field trips, virtual club sessions, and unique academic experiences. Some CC events are local beach cleanups, vendor fairs, themed steam activities, war reenactments, tours, etc. We also offer virtual clubs such as Hangout Club, Aloha Club, Master Minds club, Circle Time, Legends Club, Jetsetters Club, Master Builders Club, and more. 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 them with their educational goals. Separate targeted field trip teams have been created to provide both virtual and in-person opportunities where possible, for students to experience different activities. Some field trips include the Gentle Barn in Santa Clarita, guided TidePool exploration, Whale Watching, Chef Tech, Introduction to Instruments, USS Iowa, Zoos, and museums.

Blue Ridge Academy students have demonstrated progress in both English Language Arts and Mathematics during this enrollment period. The 2020-2021 SBAC data demonstrates that the percent of students who met or exceeded performance standards increased in ELA by 13% and in Math by 15%. The percentage of students 'Not meeting standards' significantly decreased from the 2018-19 to 2020-21 school year in both Math (by 18.58%) and English (by 13.31%). BR students increased their positive Distance from Standard in both ELA and Math. EL students scored 14.88% higher in ELA and 10.64% higher in math than EL students statewide. Similarly, SWD scored 12.83% higher in ELA and 1.94% higher in math than SWD statewide. Lastly, Homeless/Foster Youth scored 33.55% higher in ELA and 5.03% in math than homeless/ foster youth statewide.

BRA shows steady progress and growth in English Language Arts and Mathematics, even with the most recent formative 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. With 64 % of students scoring at/above grade level in math, 71% scoring at/above grade level in English, and 55% scoring at/ above grade level in Early Literacy. For the Fall semester of 2021, our students showed an 88% participation rate for the Star 360, in comparison to the spring 2020-21 school year where the participation rate was 84%.

According to our SARC data, High School graduation rate (85%) continues to exceed local district and state percentages. Regarding English Language (EL) students: Of the 89 EL students who were administered the Summative ELPAC, 30 (34%) students were reclassified in Spring 2021/Fall 2022.

Our diverse learners and students who may struggle in a traditional classroom find success with Blue Ridge Academy and the provision of our growing intervention programs offered through the MTSS, Student Success Team, SEL Curriculum, and Mental Health Programs. Blue Ridge Academy has identified a 16% increase in student participation with the Multi-tiered Systems of Support program which has served all students including our Foster Youth/Homelessness, Low Income, and English Learner students.

Our 504 Team continues working hard to identify, evaluate and support students with mental or physical impairments whose educational needs can only be met as adequately as their peers, if they are afforded appropriate accommodations. Our 504 Coordinator provides education to homeschool teachers and parents to help them understand what a 504 plan is and how it can support a student. This includes working with our school counselors to ensure students with 504 plans are on track credit-wise for graduation and support the process of applying for college state board accommodations, if needed. The 504 Team continues to work closely with the SST and Mental Health Team.

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 Merrell 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 continues to grow and develop a Crisis Team that, along with providing mental health support, provides additional resources to students and families who have experienced extreme hardships, requiring immediate emergency mental health needs and family crisis situations, this has included parent/guardian 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.

In the 2020-21 school year, only 76% of students participated in statewide testing, we were below the required 95% state expected participation rate.

Our student scores have improved, based on those who completed the assessments, in Mathematics 13.69% of students exceeded standards, 17.89% met standards, and 28.70% nearly met. 39.73% of BR students did not meet the mathematics standards. While this shows growth in comparison to the previous years, it is a significantly large percentage of students requiring additional support in mathematics. English Language Arts scores indicate that 47.46% of our students did not meet the standards during this same assessment. This leads us to the determination that BR students also require additional support in English Language arts standardized skills. Additional supports need to be made available to identified groups of students who are performing below standards, beginning with students scoring 'far below'. African American and Hispanic students are scoring below their counterparts; 35.51% of African American students did not meet the standards, and 27.13% nearly met the standard, meaning that 62.64% of African American students did not meet the ELA standards. 84.12% of African American students were below state standards on math (57.14% below and 26.98 nearly met). Hispanic students who tested also showed lower scores at 53.60% which were below standard on ELA (27.93% were below and 25.67% were nearly meeting standards). In the area of Mathematics, 74.92% of Hispanic students did not meet the math standards (46.61% not meeting and 28.31% nearly met). Additional supports need to be made available for these subgroups of students with the goal of increasing scores and test-taking skills.

Our goal is to increase student participation for the CAASPP assessments, by informing families of its purpose and helping families use the data to drive instruction. Working with families and students to decrease test-taking anxiety and increase test-taking skills and stamina through scheduled practice test opportunities and training.

US/CSU ready graduates also decreased from 16% to 2.4%

- Increase understanding of requirements.
- Increase understanding of IGP and course options.
- Increase students taking AG courses and electives
- Increased AG course options and AG electives

Increased awareness and understanding of CTE options and pathways for both HSTs and families. Many families may not be aware that Blue Ridge offers several CTE pathways to help high school students prepare for future careers.

Students who benefit and thrive from in-person supports and services have continued to remain tremendously impacted due to the COVID-19 restrictions which has impacted regression in students' learning.

LCAP Highlights

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

Blue Ridge Academy parents and staff have made use of the newly created a Resource Portal provided through the current school website where families can access online or virtual resources specific to their high school students or elementary and middle school students. Resources included within this link include subject specific resources and activities in math, English, science, social studies and foreign language. Additional high school topics within this portal will be added and include information on concurrent enrollment, CTE Pathways, HS credit during Middle School, webinars on High School topics, and more access to High School support staff including counselors and content specialists. Families will have even more readily available resources made available to them to plan their student's high school journey. High school students have access to content specialists in subject areas of math, science, English, and social studies. It is the goal of the school to add specialists in Visual and Performing Arts, Spanish, American Sign Language, and Latin. In addition, the content specialists have added A-G elective courses to our class list. The team has created synchronous instruction lessons for teachers to use with their high school students.

Blue Ridge Academy chose to administer the CAASPP in spring of the 20-21 school year to maintain consistency for students. Our scores increased in ELA by 13.26% and in Math by 15.46% from the 18-19 school year. STAR360 diagnostic assessment shows students maintaining math and reading levels amid the Covid pandemic with 71% scoring at/ above grade level in reading and 64% scoring at/ above grade level in math. It is the goal of the school to reach a 95% participation rate on both the CAASP and STAR 360. To this end Blue Ridge Academy has offered office hours for parents who have questions as well as additional trainings and collaboration for teachers during our PLC meetings to gain a better understanding of the importance of assessment data and what this information can be used for. 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. Blue

Ridge Academy’s Special Education department has included additional practice test resources during synchronized instruction as indicated within the SEP as a means to further support SWD.

The Charter School continues to use Multiple Measures to develop individual student profiles to monitor each student’s progress in all assessments completed each year. We hope to better utilize these profiles 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 are evaluated each year and adjusted based on parent, student, and teacher feedback. These subscriptions include MobyMax, BrainPop, NetTutor, Digital Theatre +, Touch-Type, Read and Spell, Grammarly, and Adobe Cloud.

Blue Ridge Academy has developed and continues to update our 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.

An updated 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 has created the E3 (Equip, Empower, Educate) Design Team. This team is comprised of administration, family liaisons; homeschool teachers, and homeschool parents. The goal of this team is to create workshops to provide parents with the opportunity to further develop their understanding of the many options and resources they have within Blue Ridge and the greater homeschool community. Workshops take place virtually once a month with various guest speakers and topics deemed essential and giving families in time support. The E3 team offers Coffee Chats monthly, allowing families to share experiences and resources, or to ask questions and to be supported by the liaisons and other parents.

Blue Ridge has expanded a library of resources, that allows families to borrow books, tools, curriculum, supplies and other resources. The Lending libraries can be accessed through the website, allowing families to view and check out the resources, allowing families to expand the enrichment and learning opportunities for students.

Comprehensive Support and Improvement

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

Schools Identified

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

Blue Ridge Academy is not eligible for Comprehensive Support and Improvement funding.

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 Blue Ridge Academy is not eligible for Comprehensive Support and Improvement funding.

Monitoring and Evaluating Effectiveness

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

N/A Blue Ridge Academy is not eligible for Comprehensive Support and Improvement funding.

Engaging Educational Partners

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

Input from our parents, students, and staff is critical to developing the LCAP. Blue Ridge Academy engages our educational partners fundamentally through the following platforms:

- Committee based planning
- Survey feedback/Input
- Live and recorded presentations/Interactive distribution

These platforms provide the school with the continued ability of engaging and planning with the use of funds outlined and addressed with our educational partners. Our LCAP committee meets on a regular basis throughout the school year. We rotate between monthly to biweekly meetings dependent upon planned monthly tasks and objectives. Our committee discusses, evaluates, analyzes, and revises the Charter's school programs and needs based on the school's goals. In close collaboration with our educational partners through input and feedback via presentations and school wide surveys.

As of June 1, 2021, the LCAP committee has met on the following dates: 6/8, 6/15, 7/14, 8/16, 11/16, 1/24, 1/31, 2/4, and 2/16, 2/28, 3/14, 3/16, 3/28, 4/11, 4/16, 4/25, 5/9, 5/23, 5/30, 6/3, 6/13, with future dates scheduled for 6/27. In addition, LCAP goals and data were specifically reviewed with the administrative team on 6/9, including current progress and continued areas of need to further support Regional Coordinators and HSTs in their LP meetings when addressing the student educational plans with Learning Coaches.

Our District English Learner Advisory Committee (DELAC) also engages in planning with our educational partners and gathering input via surveys, newsletters, parent meeting, and family liaison events for parents and families. The ELAC/DELAC have also met regularly on the following dates: 11/8, 11/9, 12/6, 1/5, 1/11, and 5/17.

The second platform for engaging our educational partners is through the use of surveys. Our surveys have proven to remain an effective and consistent positive and open platform for our educational partners to provide feedback and input in the ongoing review, adjustment, addition, and development of our school's LCAP goals. Our goal is to maintain clear and immediate communication between teachers, staff, students, and parents/guardians.

The third platform includes the development of regular family, student, and staff information updates via newsletters, video, and PowerPoint presentation distribution, including live presentations as a form of disseminating information and training. In addition, frequent events are facilitated by staff which allows for targeted interactive opportunities. One example of continued success based on communication, feedback, and input from our educational partners, is the continued development of the PLC groups. Our teachers now meet monthly in PLC groups to share best practices and resources to improve independent/virtual learning for our students and their families.

The LCAP committee presented information to all parents and staff regarding Blue Ridge California Dashboard 2019 CAASPP scores, including 2020 and 2021's Star360 formative assessment 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. Feedback surveys were sent out after every presentation to collect input from educational partners regarding our school wide goals. Additionally, parents have shared ongoing feedback with their homeschool teachers involving their opinions on our progress as a school and any suggestions they had to make our school more successful. 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 Academy also consulted with our SELPA (LAC Charter SELPA) in May of 2021 on feedback and input related to students with disabilities.

A summary of the feedback provided by specific educational partners.

Blue Ridge Academy has observed an increase in response participation from our educational partners over the last 3 years. In 2020-21, from school wide input and feedback surveys sent out, a total of 428 educational partners participated, comprising of the following: 217 Parents, 71 Students, and 137 Staff participated. Over the past couple of years, Blue Ridge Academy has worked extensively with all educational partners on encouraging feedback regarding our school policies and programs as well as the curriculum and support provided to all students. These efforts have clearly shown in our most recent Local Climate survey results (2021-22 school year). The survey results indicate an increase for student participation and responses by more than 3.75% and for parents by more than 2.5% with a total of 839 responses by parents (459), students (229), and staff (151).

Based on the survey feedback, families expressed a need for more understanding on college and career ready definitions and resources. For example, 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. Additionally, 90.7% of parents felt that the school effectively prepared their students for the next grade level and 91.3% agreed or strongly agreed 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 agreed or strongly agreed that their HST knows best how to support their child in their progress toward meeting the state standards. In conjunction, 96.6% of students felt that the school did a good job of working with their parents to help them do their best and 98.3% felt that the school provides a good education. 89.6% of parents felt that the school provided personalized learning and knew their students well. Furthermore, 94.2% of parents and 94.9% of students agreed or strongly agreed that the school provides information or resources in the home to support each student's education. Data from our 2021 survey showed 42.8% of parents felt that they are well-informed about their high schooler's progress toward graduation and 72.2% felt that the school is preparing their student for future college or career paths. Additionally, 89.7% of parents and 85% of students surveyed felt 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.

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

Based on the educational partners 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. As a result, the Family Liaisons created a Blue Ridge Bulletin for families that includes a parent newsletter which gets posted on the 1st and 15th of every month. Included in the Bulletin are 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, supporting your student's needs, etc. Parent training and coffee conversation sessions 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. E3 Parent Summits are provided by experienced homeschool parents, homeschool advocates, and HSTs who share their expertise every second Wednesday of the month via zoom. Topics include information on how to begin your homeschool journey, motivate learners, support high school students, self-care for homeschooling parents and more. The goal is to equip families with beneficial tools to have a successful experience in homeschooling, and to support them as they support students. Curriculum shares take place every fourth Wednesday of the month and are held virtually. During these sessions, families are allowed to share their favorite curriculum.

The special education and student services department developed and hosted its first virtual open house for current and prospective families for SWD as an additional resource to continue updating, informing, and supporting our families. Parents were provided the opportunity to meet with their child's special education grade band teachers, engage in communication with other parent provided input, and observed SAI/strategy support classes.

The Curriculum Team shared curriculum opportunities and options with families at the high school parent orientation session and provides ongoing curriculum updates in the Parent Bulletin as well as the weekly update for staff. The team also shares curriculum updates at the school staff meetings. Yearly subscription accounts are offered free to families. In addition, our families are able to access the vendor information sheets for all curriculum options including the yearly subscription accounts at any time throughout the year, such as BrainPOP, MobyMax, Touch-type Read & Spell, Adobe Creative Cloud, NetTutor, and Digital Theatre.

To help increase student's scores on benchmarks and statewide assessments, the testing team created a testing update newsletter to inform families of testing resources and test prep opportunities. Additionally, our EL Coordinator prepares our English Learners for the Summative ELPAC assessment by reviewing the practice test site together and going through practice problems. She also prepares our students by targeting English proficiency needs through holding live virtual synchronous sessions for students of all grade levels. Our DELAC Committee consists of homeschool teachers and a Blue Ridge parent. Together, the committee meets throughout the school year to review EL data and share test prep and resources to our English Learner families. The information is distributed via an English Learner newsletter as well as via emails and in our DELAC meetings.

To ensure parents are well-informed about their high schooler's progress toward graduation, our High School Success Coordinators provide ongoing support and coaching for HSTs and have participated in high school orientation meetings with families. Additionally, our counselors hold grade level focus sessions throughout the school year and host an annual college and career fair to try to promote preparedness for the future and to get all students looking at options. Counselors also hold office hours for staff and set up appointments with students to review their course schedules and individualized education plans to ensure students are on track to graduate. Our Guidance Technician manages our Concurrent Enrollment process and communicates with HSTs and families regarding their course options and enrollment forms from various community colleges. To ensure that our highly qualified staff are working with families and imparting knowledge of research-based curriculum, our High School Success Coordinators provide training on progress monitoring, using AG Guides, and review the Blue Ridge course list and electives for AG and non-AG curriculum options. Our Content Specialists provide office hours to students to assist in light tutoring in core subject areas.

Many families have a strong desire to engage in social interaction with their peers and look forward to future opportunities to meet up with other students or to participate in in-person field trips or classes to foster more connection. As a result, Community Connections teams held virtual enrichment opportunities in the 2020-2021 school year, and now offer in-person events for the 2021-2022 school year. Blue Ridge field trips are HST-led and school-planned. Families are able to utilize their instructional funding to attend these field trips. A calendar of events is shared with families via the Parent Bulletin as well as our HSTs, and parents are able to attend as many field trips as they would like. Field trips are offered both in person and virtually.

Blue Ridge Academy has also increased resources provided to our homeless and foster youth students based on feedback received from staff and parents to address the immediate needs of items to support access to education for our students, including personal hygiene, health and safety supports for both the student and parent/guardians. The special education department presented their first virtual Open House event, allowing families experience the firsthand opportunity of meeting teachers and staff within the department, including learning about the programs offered, including sample online classes provided and implemented for students with disabilities, struggling students and our diverse learners.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

LCFF Priorities addressed: 1, 2, 4, 7 and 8 - This goal is related to the California LCFF school priorities.

LCFF Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair. This goal addresses the need to ensure that teachers are appropriately credentialed and assigned, including providing appropriate instructional material for all students.

LCFF Priority 2: Implementation of academic content and performance standards adopted by SBE. This goal also addresses 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 continue to learn and thrive.

LCFF Priority 4, 7, and 8: Student achievement, course access, other student outcome. This goal addresses the school’s continued emphasis on pupil achievement and outcomes with emphasis placed on student performance on standardized tests, increase in programs offered ensuring students are college and career ready, increase of English Learners becoming English proficient and reclassification rates increasing. In addition, targeted focus on student instruction, supports, instruction, and progress monitoring for English Learners, Foster/Homeless Youth, and Low Income students.

Over the past couple of years, Blue Ridge Academy has worked extensively with all educational partners on encouraging feedback regarding our school policies and programs as well as the curriculum and support provided to all students. These efforts have clearly shown in our most recent Local Climate survey results, where survey results increased for students by more than 3.75% and for parents by more than 2.5% with a total of 839 responses by parents, students, and staff. In the area of Parent and Family Engagement as well as the Local Climate Survey, for the 2021-22 school year, Local Climate survey results indicate that 90% of parents feel that Blue Ridge provides personalized learning opportunities for students, and 96% of students feel that Blue Ridge provides a good educational experience. Furthermore, 91% of Blue Ridge parents feel that the school provides resources and materials to support student learning, such as textbooks and learning materials to meet the needs of all students including English Language learners and students with disabilities, and those who are gifted, while 94% of students feel that the school provides materials and resources they need to learn and meet their needs. According to the data, 90% of parents and students strongly agree/agree that Blue Ridge provides a safe learning environment to help them to do their best in school. Consequently, 92% of parents strongly agree/agree that Blue Ridge effectively prepares their children for the next grade level. While participation among all educational partners has increased from year to year, Blue Ridge will continue to foster more opportunities for all educational partners to provide feedback and share input on how the school can best support its students throughout the school year. Some of the ways involve holding live sessions, recorded presentations, and open communication via newsletters and parent bulletins.

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. Teachers continually review student progress throughout the year through formative assessments and systematic check-in procedures. The HST will work with the parent to review the student's assessment results and discuss intervention support as needed.

We continue to encourage, welcome, and advocate for our educational partners feedback and input in our school goals. - Influenced by our educational partners, this goal was also developed by feedback from our parents, staff, and students. As a school, we are committed to ensure the success of our students. We continue to further increase our online learning options for students and families. This includes giving families supported information to research the learning avenues and paths that best meet their child's learning needs. Our curriculum team has made accessing curriculum options easier for families to understand, also providing several opportunities for both parents and teachers to learn about various curriculum and the learning modalities they are best suited for. We have created more learning opportunities for students to work directly with their Home School Teachers (HST) in small group settings daily, providing synchronous instruction. while working on various skills and developing academic learning and exposure. We have developed easier access to the core standards for families, assuring they are able to understand and use the core state standards to choose and implement lessons and learning. Families have direct access to various curricula that are based on state academic standards and the continuous support of their HSTs to help them locate and use these standards-based curricula. As a school, we are committed to supporting our families and parents. We have created more opportunities for our families to have access to our administration team through weekly zoom connections, coffee chat time with other families and teachers, opportunities for them to receive support, ask questions, vocalize their concerns and celebrate their successes.

With engaging and interactive instructional and curriculum support provided for students and families, data below indicates Blue Ridge Academy's statewide test performance in the areas of English Language Arts and Math, including our growth plan goals.

This goal is designed to provide excellence in teaching and learning by meeting the needs of each student through the work of our highly qualified certificated and classified personnel.

Measuring and Reporting Results

Metric CAASPP	Baseline (2018-2019)	Year 1 Outcome (2020-2021)	Year 2 Outcome (2021-2022)	Year 3 Outcome (2022-2023)	Desired Outcome for 2023–24
Overall	<p>ELA 38.89% Met or Exceeded Standards</p> <p>Math 16.12% Met or Exceeded Standards</p>	<p>ELA 52.54% Met or Exceeded Standards</p> <p>Math 31.58% Met or Exceeded Standards</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA Increase by 3%</p> <p>Math Increase by 3%.</p>	<p>ELA 61% Increase by 3%</p> <p>Math 40% Increase by 3%</p>
Hispanic	<p>ELA 32.01% Met or Exceeded Standards</p> <p>Math 10% Met or Exceeded Standards</p>	<p>ELA 46.41% Met or Exceeded Standards</p> <p>Math 25.08% Met or Exceeded Standards</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA 55% Increase by 3%</p> <p>Math 34% Increase by 3%</p>
African American	<p>ELA 31.95% Met or Exceeded Standards</p> <p>Math - 5.56% Met or Exceeded Standards.</p>	<p>ELA 39.37% Met or Exceeded Standards</p> <p>Math 15.87% Met or Exceeded Standards.</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA 48% Increase by 3%</p> <p>Math 24% Increase by 3%</p>

Metric CAASPP	Baseline (2018-2019)	Year 1 Outcome (2020-2021)	Year 2 Outcome (2021-2022)	Year 3 Outcome (2022-2023)	Desired Outcome for 2023–24
English Learners	<p>ELA 12.5% Met or Exceeded Standards</p> <p>Math 4.17% Met or Exceeded Standards.</p>	<p>ELA 26.19% Met or Exceeded Standards</p> <p>Math 19.05% Met or Exceeded Standards</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA 35% Increase by 3%</p> <p>Math 28% Increase by 3%</p>
Foster Youth	<p>ELA 1 student (data not displayed on CA Dashboard)</p> <p>Math 1 student (data not displayed on CA Dashboard)</p>	<p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>
Low Income	<p>ELA 29.7% Met or Exceeded Standards</p> <p>Math 9.38 % Met or Exceeded Standards.</p>	<p>ELA 43.64% Met or Exceeded Standards</p> <p>Math 22.72% Met or Exceeded standards</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA 52% Increase by 3%</p> <p>Math 31% Increase by 3%</p>

Metric CAASPP	Baseline (2018-2019)	Year 1 Outcome (2020-2021)	Year 2 Outcome (2021-2022)	Year 3 Outcome (2022-2023)	Desired Outcome for 2023–24
Students with Disabilities	<p>ELA 14.35% Met or Exceeded Standards</p> <p>Math 4.92% Met or Exceeded Standard.</p>	<p>ELA 28.31% Met or Exceeded Standards</p> <p>Math 12.73% Met or Exceeded Standards</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>Data not yet available</p> <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p>	<p>ELA 37% Increase by 3%</p> <p>Math 21% Increase by 3%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development- student achievement & resources	<p>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:</p> <p>Additional funding provided towards training for staff. This will include opportunity for staff to attend conferences that include learning opportunities for topics that will help to build school spirit and positive school culture, which may include diversity training, among other topics.</p>	\$56,000	Y
1.2	Parent Resources	Monthly parent meetings (in addition to the regular HST Learning Period Meetings) focused on understanding state academic standards and their relation to the education of their children.	\$63,205.98	Y
1.3	Equitable Access	Provide access to all necessary technology and instructional material/subscription essential to learning in an online format and communicate availability.	\$2,194,359.22	Y

Action #	Title	Description	Total Funds	Contributing
1.4	Content Specialist Expansion	Content Specialists focus on provision of specific subject supports. As subject matter experts, emphasis is placed on student achievement in specific subject areas. Expansion of additional Content Specialist support in high school. Addition of two Content Specialists to further support the need to expand targeted instruction and tutoring for high school students. Additional content areas for Spanish and VAPA. Current subjects include Math, History, Science, and ELA.	\$850, 192.00	Y
1.5	Teacher Credential Programs	Increase awareness of teacher induction and credential clearing programs through Riverside County Office of Education. Awareness including expansion of topic areas, training, and information sessions to be provided to credentialed staff.	\$46,488.00	Y

Goal Analysis for [2021-22]

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

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

Blue Ridge currently supports more than 9 candidates in the Administrative induction program through Riverside County as well as other prestigious institutes. Some of the Administration credential candidates are mentored and supported by members of Blue Ridge Administration. In the 2020-21 school year, our induction program supported induction for 15 candidates, 6 candidates completed year 2 and were recommended to CTC for a Clear credential. In the 2021-22 school year, 15 teachers participated in the induction program, 1 teacher completed the program and was recommended for a clear and 4 teachers are currently in year 2 and on track for a recommendation. 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 enhance 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).

Blue Ridge credentialed teachers have participated in ongoing collaboration during their PLC group discussions and engage in professional development centered around student achievement and using data to drive instruction for all students including our students with disabilities, homeless/foster youth, low income, and English Learner students. In addition, staff continue to receive training on best practices and guidance on when to refer struggling students to our Pupil Services Department in order to access the Student Support Team with, 504, and/or Mental Health support. Our Pupil Services department continues to provide ongoing tiered intervention support. This also includes close collaboration with the special education assessment team and staff when analyzing data and working with families. The Special Education department has continued to implement schoolwide professional development as additional resources to further guide general education teachers on inclusion and grading support and strategies.

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

Blue Ridge Academy has continued to make progress towards the outlined goals. Hence the need to continue with the implementation of the proposed actions in our drive for efficient and consistent improvement. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies. The budgeted expenditure for staff professional development of \$19,999, slightly differed from the budgeted amount as some actions required less preparation and presentation time than expected. The estimated actual expenditure was \$18,333. Budgeted expenditures for item 1.2, with a focus on the provision of parent resources allowed the use of \$63,205.98 towards additional parent support as the 'Learning Coach'. The estimated actual expenditure to date is \$58,189. BR has closely aligned expenses throughout the year as expected. Action items 1.3 with a focus on providing equitable access schoolwide inclusive of technology access, instructional material, annual subscriptions essential to online learning for all students' budgeted expenditures totaled \$2,194,359.22, with estimated actual expenditures \$2,011,496. The hiring of Content Specialists for provision of instruction budgeted expenditures totaled \$785,192.85. To date, the estimated actual expenditure totals \$753,653. The budgeted expenditure to further support the credential support process and induction for new teachers totaled \$46,488.00. The estimated actual expenditure to date is \$42,614. In the following school year, based on the current school year's baseline and plans for further expansion towards efficient program improvement and expansion, goal 1's action item 1.1 and 1.4 have been increased to further address an apparent need in the area of staffing to further support student achievement.

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

Five actions items were developed and outlined as a targeted means towards achieving this goal. This year, professional development continues to focus on and expand teacher support and training targeted towards student achievement. This included training teachers to be better equipped as effective resources for the students and parents. Professional development training was implemented schoolwide, department wide, and within monthly teacher PLC meetings. Topic areas focused understanding state academic standards and integrating them into classes, accessing instructional material, provision of educational support for students, and sharing and implementing best practices strategies and resources related to an independent/virtual learning environment. Blue Ridge staff will continue to be trained, attend conferences, and have learning opportunities for topics that will help to build school spirit and positive school culture, which may include diversity training, among other topics.

Successful implementation of parent resources and training was provided with fidelity via monthly parent meetings and events. This included the development of E3 (Equip, Empower, Educate). This team is comprised of administration, family liaisons, homeschool teachers, and homeschool parents.

The goal of this team is to create workshops to provide parents with the opportunity to further develop their understanding of the many options and resources they have within Blue Ridge and the greater homeschool community. Workshops take place virtually once a month with various guest speakers and topics deemed essential and giving families prompt support. The E3 team offers Coffee Chats monthly, allowing families to share experiences and resources, or to ask questions and to be supported by the liaisons and other parents. These events has provided the additional opportunity for parents to have a better understanding of the state academic standards and their relation to the education of their children, especially as the Learning Coach.

Through technology and subscription equitable access has been provided for all students to ensure access and exposure to their educational and instructional material. All students have been provided Chrome Books, laptops, and/or iPads for immediate access to their curriculum and instruction. Based on usage reports and analysis, we continue to see an increase in hotspot requests and provision for internet access, and annual educational subscription and technology apps. BR has increased its subscription list for the upcoming school year:

Current subscriptions for 2022-23:

- Adobe Creative Cloud (7-12 and BR staff)
- BrainPOP, BrainPOP Jr (TK-8) and BrainPOP ELL (TK-12)
- Digital Theatre+ (9-12)
- MobyMax (TK-12)
- NetTutor and NetTA (7-12)
- Touch-type, Read & Spell (TK-12)
- Grammarly for Education (TK-12 and BR staff) - this is a one-year pilot

New subscription accounts for 2022-23:

- BrainPOP Science (6-8)
- CA Online Content Project (K-12) - Britannica School, Escolar, Gale, ProQuest, and TeachingBooks
- IXL (K-8)
- Newsela (3-12)

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.

The high school team continues to work on facilitating guidance for HSTs and 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.

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.

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. Additions were made to action items 1.1 and 1.4 to address further expansion required in fully supporting teacher professional growth and student high school needs in specific subject content areas.

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

An explanation of why the LEA has developed this goal.

While student participation in, and student performance on our formative internal diagnostic STAR360 assessments increased from 2019-20 to 2020-21 by 3%, the 2021-22 data indicates a tremendous increase to 98% participation. We continue to focus on a goal to see an improvement in alignment of results to those of the state-wide testing. LCFF Priorities 2 and 4 - This Goal is related to the California school priority related to pupil achievement (LCFF Priority 4) and the degree to which students demonstrate learning through a variety of methods, including state-wide testing and implementation, including student access to the common core state standards for academic achievement (LCFF Priority 2).

For the Fall semester of 2021, 98% of students participated in completing the Star 360 benchmark assessments. While this participation percentage remained the same in 2020-21, there was a significant increase in enrollment with over 400 more students from the previous year. In the area of Math and Reading, 71% of students ranked at/above benchmark and 74% ranked at/above benchmark in Early Literacy. According to data from the Fall 2021 semester in the area of Reading, 64% of Hispanic students scored at/above benchmark, and 63% of African American students scored at/above benchmark. In the area of Early Literacy, 55% of Hispanic students and 42% of African American students scored at/above benchmark. In the area of Math, 66% of Hispanic students and 59% of African American students scored at/above benchmark. Additionally, 75% of English Learners scored at/above benchmark, 75% of Socioeconomically Disadvantaged students scored at/above benchmark in Early Literacy, and 66% scored at/above in math and in reading. Blue Ridge will continue to focus attention on closing the achievement gap and ensuring further support is provided to our struggling students, whilst working closely with Learning Coaches in the delivery of tier 1 instruction with fidelity.

For the 2020-21 school year, Blue Ridge students participated in completing state testing. While the US Department of Education waived accountability and reporting requirements for the California Dashboard, Blue Ridge students took part in completing the statewide assessments for the California Assessment for Student Performance and Progress (CAASPP) and California Alternative Assessment (CAA) as well as the California Science Test (CAST). The CAASPP At a Glance results shows that 52.54% of all students met or exceeded standards for English Language Arts (ELA) and 31.58% of students met or exceeded standards for Mathematics. Though these metrics have increased from the previous year, only 76% of Blue Ridge students participated in statewide assessments.

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

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

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

Measuring and Reporting Results

Metric Benchmark	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 (Actual 78%)	At/Above Benchmark 3% growth (Fall Data: Actual 71%)	At/Above Benchmark 3% growth	At/Above Benchmark 70%
Hispanic	Early Literacy 74% Math 70% Reading 68%	Early Literacy goal 77% (actual 53%) Math 73% (actual 70%) Reading 71% (actual 49%)	Early Literacy goal 80% (actual 55%) Math goal 76% (actual 66%) Reading goal 74% (actual 64%)	Early Literacy goal 58% Math goal 69% Reading goal 67%	Early Literacy goal 58% Math goal 69% Reading goal 67%
African American	Early Literacy 78% Math 70% Reading 66%	Early Literacy goal 81% (actual 53%) Math 73% (actual 64%) Reading 71% (actual 47%)	Early Literacy goal 84% (actual 42%) Math goal 76% (actual 59%) Reading goal 74% (actual 63%)	Early Literacy goal 45% Math goal 62% Reading goal 66%	Early Literacy goal 45% Math goal 62% Reading goal 66%
English Learners	Early Literacy 70% Math 61% Reading 44%	Early Literacy goal 73% (actual 0??) Math goal 64% (actual 58%)	Early Literacy goal 26% (actual 26%) Math goal 67% (actual 75%)	Early Literacy goal 29% Math goal 78%	Early Literacy goal 29% Math 78%

Metric Benchmark	Baseline 2019-20	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
		Reading goal 47% (actual 71%)	Reading goal 50% (actual 63%)	Reading goal 53%	Reading goal 53%
Foster Youth	No Foster Youth Identified	Early Literacy (actual 66.5%) Math (actual 50%) Reading (actual 46.5%)	Early Literacy (actual 100%, 1 student) Math (actual 50%) Reading (actual 100%, 2 students)	3 % Increase	3 % Increase
Low Income	Early Literacy 78.5% Math 69.5% Reading 66.5%	Early Literacy goal 81.5% (actual 79%) Math 72.5% (actual 68%) Reading 69.5% (actual 76%)	Early Literacy goal 83.5% (actual 57%) Math 75.5% (actual 66%) Reading 72.5% (actual 66%)	Early Literacy goal 60% Math goal 69% Reading goal 66%	Early Literacy goal 60% Math goal 69% Reading goal 66%
Students with Disabilities	Early Literacy 65.75% Math 42.85% Reading 45.75%	Early Literacy (actual 52.5%) Math (actual 44.5%) Reading (actual 45%)	Early Literacy (actual 48%) Math (actual 49%) Reading (actual 50%)	Early Literacy (goal 51%) Math (goal 52%) Reading (goal 53%)	Early Literacy (goal 51%) Math (goal 52%) Reading (goal 53%)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development - Provision of student support through MTSS	<p>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).</p> <p>This Action speaks to helping all staff and parents to understand the MTSS process including who plays what role to prove a coordinated approach to supporting student needs.</p> <p>Understanding the California Dashboard ELA and Math scores through PLC meetings.</p>	\$79,007.48	Y
2.2	Administration of diagnostic assessments	<p>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.</p> <p>This Action includes training staff to understand, interpret, and use of STAR 360 results.</p>	120,00.00	Y
2.3	Provision of targeted support to meet proficiency	<p>Provide target academic support for students who are not meeting proficiency on state assessments (ELA and Math).</p> <p>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</p> <p>Test prep funds to include training for staff members which will incorporate outside professional development training for staff.</p>	\$1,008,800.00	Y

Action #	Title	Description	Total Funds	Contributing
2.4	Targeted focus for SWD, EL, FY and LI students	<p>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.</p> <p>An additional MTSS counselor will be hired for the upcoming school year, this will include an additional Social Emotional Learning curriculum 'Positive Action'. This will enable the staffing ability to provide weekly tier 1 lessons for students under PBIS.</p> <p>Special education services continue to remain a priority for students with disabilities. Expanded focus will be placed on addressing the learning loss experienced due to the COVID-19 pandemic for students with disabilities. The emergency changes leading to alternative placements and service delivery models require the continuous analysis and implementation of strong effective, efficacious and consistency programs for our students. Emphasis has also been placed on additional parent support in the area of mental health counseling to further equip and support our families with the challenges they are faced with when supporting their children and students' necessary transitions.</p>	\$1,713,073.43	Y

Goal Analysis for [2021-22]

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

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

Blue Ridge continues to provide fidelity in the provision of professional development in the areas of academic intervention and social emotional needs of all students throughout the school year. We focus on further equipping the Learning Coach and their HST in identifying and accessing support for any struggling students. Guidance and remediation continued through the year for students underperforming in math and reading on the STAR 360 and CAASPP tests.

This goal focuses on effectively equipping our highly qualified credentialed teachers to successfully continue to provide stella instruction, support, and guidance to our students towards student achievement. Tremendous focus was placed by teachers on increasing the benchmark assessments participation.

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.

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

Through the Student Services department, continued and diligent focus is placed on maintaining and increasing intervention instructional staff, resources, and support for students, parents/Learning Coaches, and staff in further training to identifying struggling students and refer students for intervention and social emotional supports promptly. 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 continues to remain a priority. 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 have been utilized as expected and budgeted for funding. Action item 2.1, Professional Development - Provision of student support through MTSS budgeted expenditure totaled \$79,007, with an estimated actual expenditure of \$72,424. Action item 2.2, delivery of the administration of school wide diagnostic assessments, budgeted expenditure totaled \$105,000, with an estimated actual expenditure of \$101,792. Action item 2.3, provision of targeted staff support to meet proficiency for struggling students budgeted expenditure totaled \$1,008,800, with an estimated actual expenditure of \$924,733. Lastly, action item 2.4, targeted focus for Students with Disabilities, English Learners, Foster Youth and Low-Income students budgeted expenditure totaled \$1,313,073.43, with an estimated actual expenditure of \$1,203,651.

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

The Pupil Services department continues to improve on efficient resources provided to our families, staff, and students. In addition, Blue Ridge's Mental Health Program and Intervention program has expanded in staffing, which has provided the ability to service more students effectively and promptly. Teachers continue to receive 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 731 students in the 2020-21 school year in comparison to 332 students in 2021-22 school year, and 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:	267
Hispanic students:	96 (36%)
African American students:	29 (11%)
English Learner Students:	5 (2%)
Foster Youth students:	0 (0%)
Low Income students:	107 (40%)

Mental Health/Social Emotional Learning (SEL)	140
Hispanic students:	61 (44%)

African American students:	29 (21%)
English Learner Students:	2 (1%)
Foster Youth students:	0 (0%)
Low Income students:	66 (47%)

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.

Our intervention support program has grown in teacher staffing, student numbers, and content areas. The addition of the new teachers has allowed our program to support more students in these areas. This has enabled continued growth and evolved our course offerings to move beyond basic operations and address some of the more extraneous topics, in addition, focusing more on differentiation of instruction. These supports have allowed us to decrease the need for special education evaluations as an additional and supporting our struggling students and diverse learners.

Our MTSS program has further focused on providing differentiation of instruction to provide a more direct approach for tier 2 intervention to support students in Reading, Writing Math, and Speech. 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, Math and Writing 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 2021-2022 school year, there are a total of 419 students who have been referred for SST/Intervention services. Of the SST referrals received, 328 have been through the screening process and been identified as eligible for some type of Intervention/SST support. In terms of academics, 180 have been found eligible for reading support, 143 have been found eligible for math support, and 60 have been found eligible for writing support. In the area of speech, 81 students have been found eligible for services, 69 in small groups and 12 via consult support with the Intervention Speech and Language

Therapist. Additionally, 12 students have been referred for support with Executive Functioning/Organization. Of the students who received intervention support this year, 213 students receive support in only one area (reading/writing/math/speech/executive functioning), while 115 students receive support in multiple areas. In terms of overall eligibility numbers, the Intervention team identified 337 students as eligible for SST supports in the 20-21 school year, and for the 21-22 school year, the number is slightly lower at 328, which is likely due to measures that were put in place to make sure that students being sent to SST were struggling, and not being sent to SST due to lack of exposure or instruction. Over the course of this year, the Intervention program has seen a steady increase in numbers from round to round. Each of the five rounds of Intervention lasts for 6-7 weeks, and while some students only stay with the program for one round, many students stay for multiple rounds before exiting. This school year began with 99 students in Round 1 (September/October) before jumping to 120 students in Round 2 (October/November). Round 3 (January/February) included 133 students, round 4 (March/April) included 142 students, and Round 5 (April/May) finished with 150 students.

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 the MTSS process and SST team tracking, intervention teachers monitor academic progress as well as STAR 360 test scores, including academic online program pre and post scores. STAR 360 scores help enable General Education teacher and Special Education Teacher support by determining areas of need for students and measurable growth and improvement. In the following school year, based on the current school year's baseline and plans for further expansion towards efficient program improvement and expansion, goal 2's action item 2.4 has been increased to further address an apparent need in the area of staffing for MTSS counseling to further support student achievement and social emotional needs. This will ensure immediate service delivery for every intake student. In addition, a new Positive Behavior Intervention Support program will be purchased to maximize the use of an additional SEL curriculum for weekly instruction which will allow ample and more in-depth yearlong student support.

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

An explanation of why the LEA has developed this goal.

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

Due to the pandemic, the California Dashboard indicators for the 2020-21 school year are not available on the reporting website. However, for the 2021-22 school year, 97.5% of our high school graduates are currently on track to meet graduation requirements upon completion of their high school courses. There are currently 6 students who will return as 5th-year seniors to finish their high school courses and meet graduation requirements. With the continued support from our high school counselors, success coordinators, and content specialists, graduation outcomes for our students continue to increase.

Blue Ridge provides multiple learning paths and opportunities for students to be fully prepared for college and career readiness as well as the workforce. One of the programs offered is Career Tech Education, or (CTE). This learning path is designed to prepare students for the world of work. Additionally, completion of a pathway helps pave the way to additional study after high school and possible employment while in college. Through their capstone course, students may have the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry certification opportunities. Another opportunity is the National Collegiate Athletic Association or NCAA. NCAA is a membership-driven organization dedicated to safeguarding the well-being of student-athletes and equipping them with the skills necessary to succeed in the playing, in the classroom, and throughout life. Another way for students to achieve academic success is to gain exposure to the academic challenges of college by doing concurrent enrollment where students can take community college courses while remaining high school students. Blue Ridge remains diligent in providing various opportunities for students to achieve academic success throughout their high school careers and beyond.

Metric Graduation Rate	Baseline 2018-19	Year 1 Outcome 2019-20	Year 2 Outcome 2020-21	Year 3 Outcome 2021-22	Desired Outcome for 2023–24
Overall	Green 88% (Meet State Standards)	275 out of 316 students graduated: 87%	206 out of 242 students 85.12%	194 out of 213 12th grade students: 91% 235 out of 241 (including 10th & 11th grades) are on course to graduate. 97.5%	Maintain or increase 2020-21 rate 93%
Hispanic	95%: 40 students	89.7%: 96 students	91.2%: 62 students	93%: 60 students	Maintain or increase 2020-21 rate 98.4%

African American	(2 students) Dashboard data not displayed for provided	93.8%: 15 students	78.6%: 11 students	80%: 15 students	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	100%: 3 students	Maintain or increase 2020-21
Foster Youth	0 students	0 students	0 students	100%: 4 students	Maintain or increase 2020-21
Low Income	86.8%: 68 students	84.8%: 173 students	86.1%: 124 students	90%: 86 students	Maintain 2020-21 rate 98.9%
Students with Disabilities	84%: 25 students	2.5%: 8 students	11.6%: 27 students	10%: 28 students	

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
College and Career Readiness					
Overall	2019 - Yellow 12.8% Prepared (86 students)	Dashboard data not provided	Dashboard data not provided	Increase by 2% to reach 16.8% prepared Data not yet available	20% Prepared
Hispanic	95%: 40	Dashboard data not provided	Dashboard data not provided	Increase by 2% Data not yet available	97% Prepared

African American	(2 students) Dashboard Data not displayed for privacy	Dashboard data not provided	Dashboard data not provided	Increase by 2% Data not yet available	Increase by 2%
English Learners	(3 students) Dashboard Data not displayed for privacy	Dashboard Data not provided	Dashboard data not Provided	Increase by 2% Data not yet available	Increase by 2%
Foster Youth	0 students	Dashboard Data not provided	Dashboard data not provided	Increase by 2% Data not yet available	Increase by 2%
Low Income	86.7%: (59 students)	Dashboard data not provided	Dashboard data not provided	Increase by 2% Data not yet available	90% Prepared
Students with Disabilities	Dashboard Data not provided	Dashboard Data not provided	Dashboard Data not provided School Internal Transition Team data: -3 students were competitively employed -1 student enrolled in an adult work program -13 students enrolled in a community college/vocational school -9 student no response -1 student indicated "other"	Increase by 2% Data not yet available	Increase by 2%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE Pathways & College & Career Readiness Professional Development	<p>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.</p> <p>Blue Ridge Academy's Special Education Plan (SEP) SEP goal includes additional department support to monitor and follow up with post-secondary students and targeted transition program for college & career readiness.</p> <p>Additional hiring of High School Success Counselors (HSSC) and Content Specialists to support high school students in training general education teachers in various high school curriculum course options to further guide the students and their Learning Coach.</p>	\$109,264.08	Y
3.2	Using CAASPP & STAR360 data to guide academic support	<p>Provide target academic support for students who are not meeting proficiency on state assessments (ELA and Math).</p> <p>This goal is specific to understanding and using the CAASPP and STAR 360 results to guide curriculum and academic support.</p> <p>A third Testing Coordinator will be hired in the 2022-23 school year to support parent outreach and CAASPP implementation.</p>	\$508,000	Y
3.3	Professional Development - English Learner & Social Emotional Learning	<p>Regular staff professional development focused on the educational needs of English Learners (EL) and Social Emotional Learning (SEL)</p> <p>Addition of a new SEL PBIS program (Positive Action curriculum) and an additional counselor</p>	\$69,208.24	Y
3.4	Students with Disabilities: Certificate of Completion	Implementation of targeted Life Skills classes for SWD high school students on a Certificate of Completion track to further equip all students for career readiness, community college, and vocational opportunities.	\$225,150.01	Y

Goal Analysis for [2021-22]

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

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

For the 2021-22 school year Blue Ridge continued to offer training to parents and teachers on best practices for using A-G Guides and promoting CTE Pathways. Blue Ridge continues to seek more CTE pathways to offer its students. Professional Development is offered for general education teachers to better understand options for Students with Disabilities and those on the Certificate of Completion track. HST's continue to use student data from the STAR 360 benchmark assessments to guide discussions on best high school courses for the student and possible tutoring or intervention services. The LCAP committee presented 2021 CAASPP scores to all educational partners praising the growth of students who met or exceeded standards in both Math and English while acknowledging the need for increased participation. Blue Ridge has provided professional development showing teachers and staff where to find resources for students with academic and/ or mental health needs.

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

All of the above action items were implemented as intended. This includes professional development, course restructuring and additions made as planned for CTE Pathways & College & Career Readiness. The professional development budgeted estimate of \$109,264.08 fell within the anticipated range of estimated actual expenditures totaling \$100,159. Extensive focus was placed this year on target academic support for students who are not meeting proficiency on state assessments (ELA and Math) including the increase of student participation. This goal was specific to understanding and using the CAASPP and STAR 360 summative and formative results to guide curriculum and academic support and instruction. The budgeted expenditure in this category totaled \$1,008,800.00, with the estimated actual expenditure totaling \$364,752 to date, we have had to consider the reallocation of a portion of the budgeted funds for 2022-23 from this action item area to address the additional hiring of testing support staff to further implement targeted support for our students. Strong emphasis was also placed on the goals and actions for the expansion and increased support for English Language Learners and students with social emotional needs. The budgeted expenditure assigned to the support and furtherment of this action item was \$39,208.24, to date, the estimated actual expenditure totals \$53,711. An additional \$17,770 was the actual amount spent to address this goal. The budgeted expenditure assigned to the continued development of the Life Skills program for Students with Disabilities with a fundamental target for students on a Certificate of Completion track was \$225,150.01, while the estimated actual expenditures to date, closely totals \$346,867. 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.

Blue Ridge counselors have created tremendously successful career weeks for students to talk to and hear about different careers. They also have a freshman, sophomore, junior, and senior week to offer students guidance on what they should be doing and working towards to be successful in their goals. These sessions help students and parents gain a better understanding of high school graduation and college entrance requirements. The High School Content Specialist team is growing and continues offering more help in A-G subject areas. Professional development has been offered for teachers to understand and utilize STAR 360 and CAASPP data to guide courses and intervention. In addition, training is provided to teachers to help meet the needs for English Learners and to support all students in Social

Emotional Learning. The mental health team provides guidance to referred students, including d counseling and peer SEL groups. WE have seen tremendous growth in the SEL and mental health programs. This includes the increased referral for students with crisis and prevention needs.

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.

Additional changes have been made to this goal under action items 3.1, 3.2, and 3.3.

Action item 3.1: As part of the planned metrics in achieving the desired outcomes, the high school 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 and HSSCs are also working with HST’s to provide updates on participation. Blue Ridge has worked to find online programs to continue offering 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 students 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 rates. 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 statewide CAASPP scores.

Action item 3.2: Budgeted resources related to targeted supports for students who are not meeting proficiency on state assessments (ELA and Math) was not fully utilized based on the additional support provided by the Testing Coordinators, therefore having the ability to reallocate \$500,000 to goal 2’s testing action items which will address the addition of specific testing staff required for the department, including parent testing support and guidance.

Action item 3.3 includes the additional funding of new Social Emotional Learning (SEL) curriculum as part of a new PBIS program (Positive Action curriculum) and an additional counselor for service implementation to ensure each student receives adequate and immediate services.

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

An explanation of why the LEA has developed this goal.

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

LCFF Priorities 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.

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

Measuring and Reporting Results

Metric	Baseline 2020-21	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023-2024	Desired Outcome for 2023–24
Overall	489 responses (parents, students, staff)	839 responses 42% increase response rate (goal 5% increase)	5% increase response rate	5% increase response rate	5% response rate

Parents	217 responses	459 responses 53% increase response rate (goal 5% increase)	5% increase response rate	5% increase	5% response rate
Students	71 responses	229 responses 69% increase response rate (goal 5% increase)	5% increase response rate	5% increase	5% response rate
Staff	137 responses	151 responses 9% increase response rate (goal 5% increase)	5% increase response rate	5% increase	5% response rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement	Implement a structured program (called Project Engagement) focused on maximizing student and family engagement - PDs to be delivered by family liaisons	\$11,830.00	Y
4.2	Translation Support	Translate instructional resources into Spanish to further parent access and support	\$4500	Y
4.3	Educational Partner Training	<ul style="list-style-type: none"> • 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 	\$40,500	Y

		<ul style="list-style-type: none"> • 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 		
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Goal Analysis 2021-2022

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 continues to engage with educational partners making this a year long priority. Educational partners, including staff, families and students were asked to participate in surveys at the beginning of the year and again at the end of the year asking them to analyze and critique our school climate and school engagement. During the course of the 21-22school year, several presentations were sent to educational partners to help clarify the purpose of the LCAP, to explain the goals of the school and the actions to reach those goals, including a live presentation for immediate interaction and question opportunities. Information is made available in both Spanish and English to ensure parental opportunity to respond from a diverse group of students and families. Educational partners are 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.

Using the data from surveys from our educational partners and academic outcomes, we have determined that continued guidance and support for our homeschool families is needed to further help our staff and families to foster higher achievements academic success for Blue Ridge students. The Family Liaisons continue providing information sessions for prospective Blue Ridge families that include school expectations and requirements, curriculum options, what to expect at learning period meetings, understanding the parent’s role and responsibilities and the HST’s duties, the state testing requirements, etc. We will continue to provide and increase 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. The Special Education & Pupil Services department also presented its first virtual school wide Open House for current and prospective families. The Liaison Team is also working to continue the Blue Ridge Bulletin sending parent newsletters on the 1st and 15th of every month to provide parents with continued learning opportunities to help build on their student’s learning and development. The newsletter will continue to 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 conduct research and make an earlier and more informed decision about their students' learning path.

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

Budgeted expenditure towards increasing BRA's educational partner input and feedback provided successful and increased participation, responses, and collaboration throughout the school year. Action item 4.1, 4.2, and 4.3 budgeted expenditures totaled \$46,830. Blue Ridge Academy prioritized family engagement activities tasks, and events to expand our resources to further encourage continuous communication and interaction focused on maximizing student and family engagement. Our estimated actual expenditures to date totaled \$42,927.

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

This goal, fosters improved connection with all educational partners to include and incorporate increased partner feedback, was met on various and successful levels. The number of participants in the parent meetings such as the E3 Summits, the Coffee chats and the Curriculum shares all observed increases in parent and teacher involvement, attendance, and participation. The E3 Summits, which were offered live to families and recorded to allow more educational partner access. Families were responsive to information sent by the Family Liaisons, reporting feeling more informed with a better understanding of school requirements and the supports offered. However, we did receive less feedback from our educational partner surveys. Blue Ridge will continue its focus on the responsibilities of each of our educational partners to assist in reaching our LCAP goals. We hope this focus and increased connections between the school and families will provide incentive to all educational partners 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 for school growth and positive change.

Some of the staff feedback indicated that many staff members would like the opportunity to work with and learn from other teachers in collaborative and professional development supports, including more communication between HSTs and case managers of students with special needs. This is a topic area we will also emphasize and continue to train staff on during professional developments.

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.

Estimated actual expenditures based on the year's action item baseline data for educational partner engagement indicates a continued need in resources to increase the 2022-23 school year budget for action item 4.3 by \$10,000.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,166,975.00	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.56%	5%	\$394,958	6.56%

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

Required Descriptions

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

All goal action items are intended for and implemented schoolwide. To further increase and expand services, resources, and support toward student achievement, all budgeted expenditures for Actions identified will ensure that appropriate and adequate services are provided for our unduplicated students. Goal 2.4 specifically targets our Foster Youth, English Learners, and Low-Income students. In addition, this goal also intends to address the additional needs of our students with disabilities for the provision of appropriate tiered intervention supports that promote and sustain positive social emotional development as well as increased academic intervention for struggling students.

Our focus and continued goal as a school is to utilize the additional funding to address specific identified needs to grow services both in quality and quantity in order to maximize efficient and effective programs for our low income, English learners, and/or foster youth students.

Based on analysis of our current programs, data, and continuous input from our educational partners, the identified areas below are actions developed to further improve and enhance the targeted needs and services of our unduplicated students, which are principally directed towards, and are effective in meeting the following goals:

- Goal 1.3: Technology: providing equitable access to all necessary technology and instructional material/subscription essential to learning.
- Goal 1.4: Content Specialist Expansion: Specialist focus on provision of specific and targeted subject areas for further support.
- Goal 2.1: Provision of student support through our Multi-Tiered Systems of Support (MTSS) intervention program and Student Study Team (SST).

Goal 2.2: Administration of diagnostic assessments - Identifying and supporting unduplicated students including students with disabilities who score below grade-level proficiency in ELA and Math such as our English Learners in the area of ELA and our Foster Youth in the area of Mathematics based on the 2021-22 diagnostic data.

Goal 2.4: Targeted focus for Students with Disabilities, English Learners, Foster Youth, and Low-Income students - Professional development focused on the educational and social emotional needs of English Learners (EL), Students with Disabilities, Foster Youth, and Low-income students. An additional MTSS counselor will be hired for the upcoming school year, this will include an additional Social Emotional Learning curriculum 'Positive Action'. This will enable the staffing ability to provide weekly tier 1 lessons for students under PBIS.

Special education services continue to remain a priority for students with disabilities. Expanded focus will be placed on addressing the learning loss experienced due to the COVID-19 pandemic for students with disabilities. The emergency changes leading to alternative placements and service delivery models require the continuous analysis and implementation of strong effective, efficacious and consistency programs for our students. Emphasis has also been placed on additional parent support in the area of mental health counseling to further equip and support our families with the challenges they are faced with when supporting their children and students' necessary transitions.

Goal 3.1: CTE Pathways & College & Career Readiness Professional Development.

Goal 3.3: Professional Development - English Learner & Social Emotional Learning - staff professional development focused on the educational needs of English Learners (EL) and Social Emotional Learning (SEL). Addition of a new SEL PBIS program (Positive Action curriculum) and an additional counselor.

Goal 3.4: Students with Disabilities: Certificate of Completion - Implementation of targeted Life Skills classes for SWD high school students on a Certificate of Completion track to further equip all students for career readiness, community college, and vocational opportunities.

Goal 4.2: Translation Support - Translate instructional resources into Spanish to further parent access and support.

By conducting a comprehensive review, effective action was taken to provide additional resources and direct services which were identified by the increase of students within this population. Additional funds have been included in the projected estimated 2022-2023 school year budget to cover expenses for increased and improved services required. These include additional mental health counselors to support implementation of SEL and the required consistency of the provision of crisis intervention immediate support. 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 over the current school year and continue to be provided:

*Continuous proactive communication on the availability of community services and resources.

*New addition to social-emotional learning (SEL) curriculum to also address PBIS strategies

We communicate our learning plan to families of our English learners (approximately 1.3%) in a language they understand to ensure meaningful and equal participation. Our virtual curriculum options continue to 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.

Blue Ridge Academy has continued effective and direct support for Foster Youth, Low-Income families, and homeless families. This school year we have added a number of resources that are provided directly by our school. These additional resources include, but are not limited to, providing personal hygiene items, household items, transitional items, first aid materials, as well as emergency kits with additional resources available. We have increased opportunities for close liaison contact and collaboration with families and students experiencing homelessness or foster placement. Devices are offered to access the distance-learning curriculum, which includes and is not limited to ensuring hotspots and high-speed internet are available for families. We continue to work towards creating a more accurate, streamlined process for data collection and communication between families experiencing homelessness or foster placement, the teacher of record, the Mental Health department, and Blue Ridge Academy's records department.

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

Actions and expenditures of funds are indicated as contributing to increased or improved services as they are developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration that best meets the identified needs of our Foster Youth, Low-Income, and English Learner students. Our focus as a school is to emphasize the expansion of programs and supports that have indicated to support student improvement in the continuous progress monitoring of our student's achievement and continued areas of need such as providing additional and immediate access to the technology required for students to participate in a distance learning environment effectively, including high-speed internet access, hotspots, and tech support, the additional hiring and training 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. The percentage of Homeless/Foster remained less than 1% and EL students decreased from 93 to 81 students from the 2020-2021 to 2021-2022 school year. We also identified a decline in the enrollment of low-income students, from 3003 in the 2020-2021 school year to 2568 students in 2021-2022 school year. Blue Ridge Academy hired additional staff to address improved and effective dedicated personnel to support all Foster Youth and Low-Income students to address Foster Youth/Homelessness and Low-Income student needs. In addition, with the development of our newly restructured EL program implemented beginning in the 2020-21 school year, including parent feedback to the educational benefits observed and measured, we continue to dedicate additional funds in goals addressed above.

- 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 continue to be scheduled for the 2021-22 school year to begin developing mutually supportive and respectful partnerships between staff, families, and community members.
- With the support and frequent planning collaboration between the Director of Pupil Services, Assistant Director of Community Support, and the Foster Youth and Homelessness liaison, the department will continue effective and direct support for Foster Youth, Low-Income families, and homeless families, this includes access to community - based resources. We 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, we 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 continue to develop and expand an effective and efficient mental health program specifically offering a social emotional learning curriculum and now plan to offer weekly SEL targeted synchronous instruction beginning in the 2022-23 school year. This will allow us to provide immediate and long-term additional student support and family support for all students. To date, 140 students are currently receiving counseling through the mental health service program, which is an increase from 113 students from the 2020-21 school year. 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.

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

N/A: Blue Ridge Academy does not qualify for concentration funds as we are below the 55% threshold for unduplicated students.

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

Instructions

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[Engaging Educational Partners](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide, schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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