

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

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents: Data Input

| | |
|---|---|
| Local Educational Agency (LEA) name: | Blue Ridge Academy |
| CDS code: | 15 63628 0134312 |
| LEA contact information: | Samantha Haynes (805) 638-7321 samantha.haynes@theblueridgeacademy.com |
| Coming School Year: | 2024-2025 |
| Current School Year: | 2023-2024 |

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

| Projected General Fund Revenue for the 2024-2025 School Year | | Amount |
|--|-----------|-------------------|
| Total LCFF funds | \$ | 77,487,227 |
| LCFF supplemental & concentration grants | \$ | 6,021,565 |
| All other state funds | \$ | 10,169,287 |
| All local funds | \$ | - |
| All federal funds | \$ | 840,902 |
| Total Projected Revenue | \$ | 88,497,416 |
| Total Budgeted Expenditures for the 2024-2025 School Year | | Amount |
| Total Budgeted General Fund Expenditures | \$ | 72,575,433 |
| Total Budgeted Expenditures in the LCAP | \$ | 6,021,616 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ | 6,021,616 |
| Expenditures not in the LCAP | \$ | 66,553,817 |
| Expenditures for High Needs Students in the 2023-2024 School Year | | Amount |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ | 10,701,707 |
| Actual Expenditures for High Needs Students in LCAP | \$ | 10,667,463 |

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

| Required Prompt(s) | Response(s) |
|--|---|
| Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). | Expenses associated with the Operations of the school and education of children not a part of the LCAP. |
| A prompt may display based on information provided in the Data Input tab. | [Respond to the prompt here; if there is no prompt, a response is not required.] |
| The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-2024. | [Respond to the prompt here; if there is no prompt, a response is not required.] |

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Blue Ridge Academy

CDS Code: 15 63628 0134312

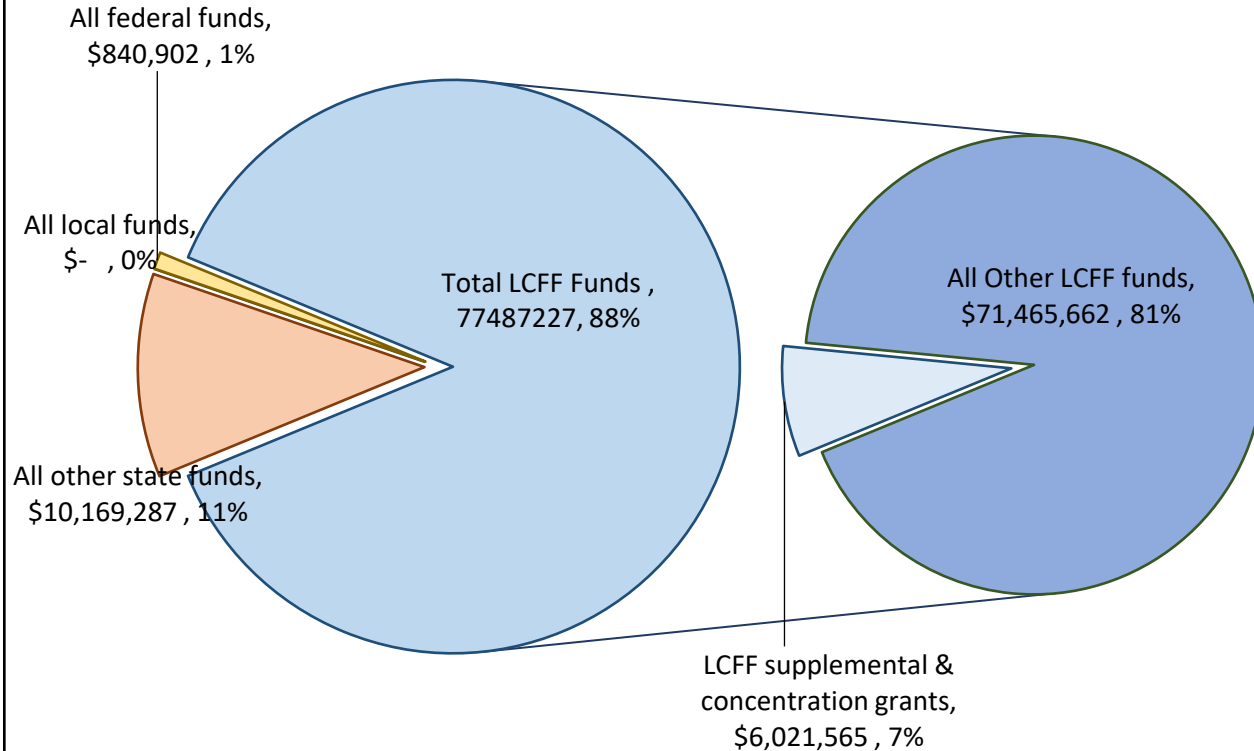
School Year: 2024-2025

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

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

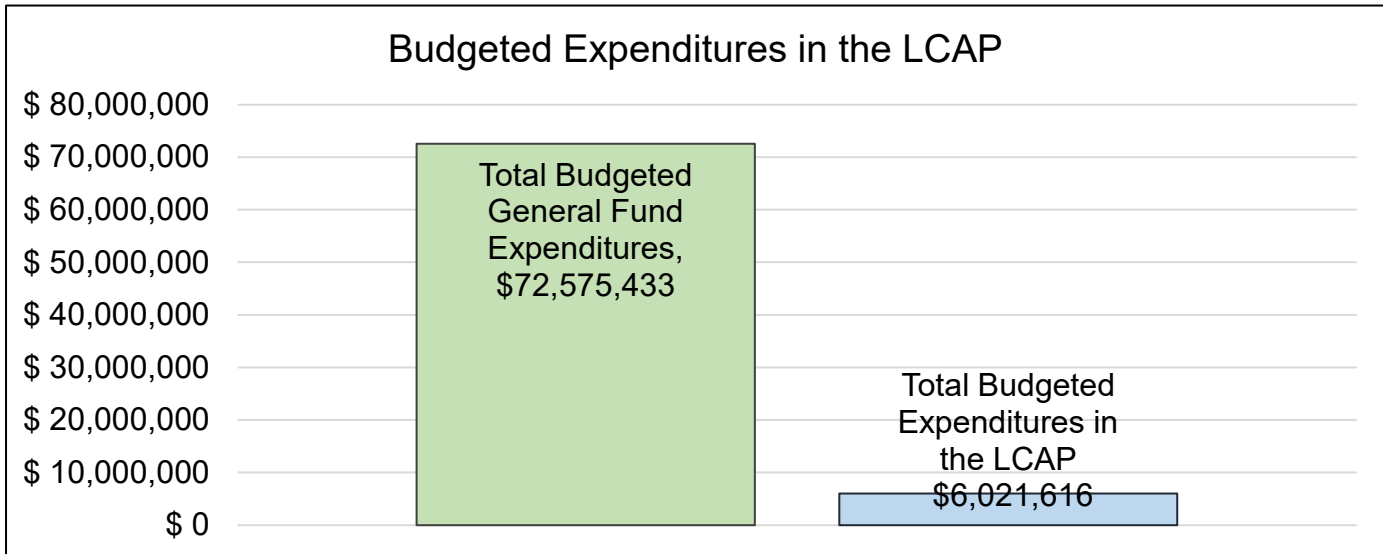


This chart shows the total general purpose revenue Blue Ridge Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blue Ridge Academy is \$88,497,416.00, of which \$77,487,227.00 is Local Control Funding Formula (LCFF), \$10,169,287.00 is other state funds, \$0.00 is local funds, and \$840,902.00 is federal funds. Of the \$77,487,227.00 in LCFF Funds, \$6,021,565.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Blue Ridge Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Blue Ridge Academy plans to spend \$72,575,432.77 for the 2024-2025 school year. Of that amount, \$6,021,616.00 is tied to actions/services in the LCAP and \$66,553,816.77 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

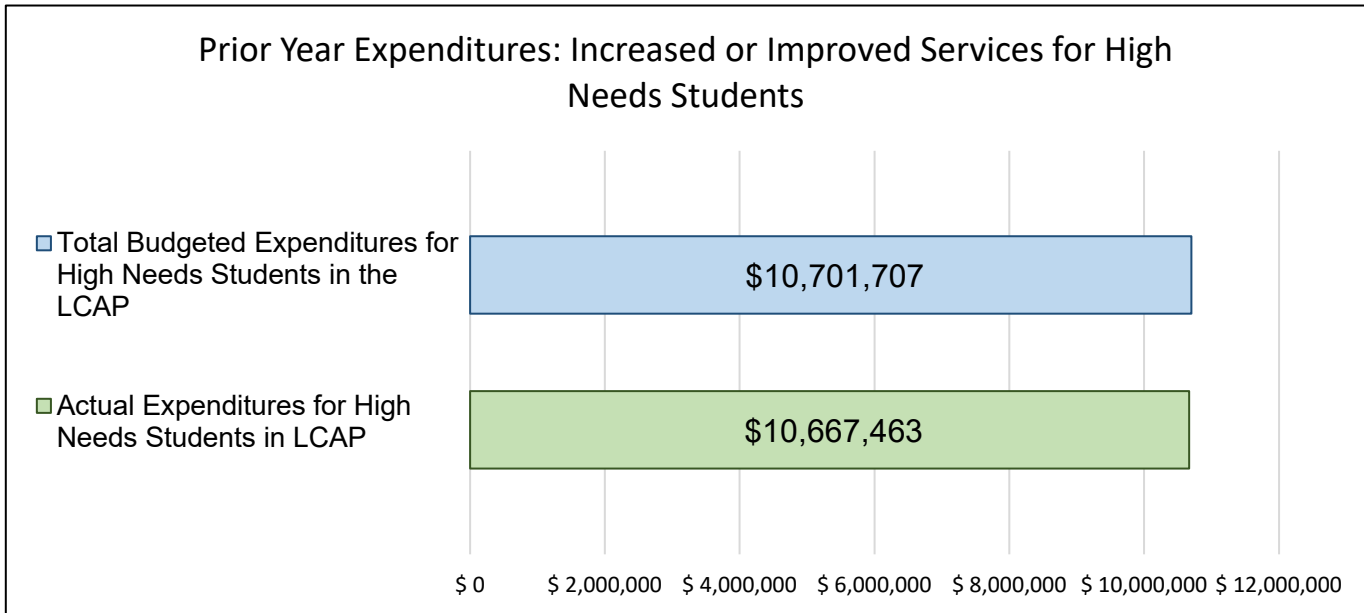
Expenses associated with the Operations of the school and education of children not a part of the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Blue Ridge Academy is projecting it will receive \$6,021,565.00 based on the enrollment of foster youth, English learner, and low-income students. Blue Ridge Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Blue Ridge Academy plans to spend \$6,021,616.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Blue Ridge Academy's LCAP budgeted \$10,701,707.00 for planned actions to increase or improve services for high needs students. Blue Ridge Academy actually spent \$10,667,463.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of \$34,244.00 had the following impact on Blue Ridge Academy's ability to increase or improve services for high needs students:

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

Accessibility Information

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

LCFF Budget Overview for Parents Data Entry Instructions

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

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

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

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes. Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

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

Projected General Fund Revenue for the Coming School Year

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

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

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

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

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

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

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

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

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

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

Expenditures for High Needs Students in the Current School Year

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

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

Narrative Responses Tab Instructions

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

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

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

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

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

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

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

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

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Blue Ridge Academy | Dr. Loretta Burns Vice Principal/ Director of Special Education & Student Services | loretta.burns@theblueridgeacademy.com 626-250-9611 |

Goals and Actions

Goal

| Goal # 1 | 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. |

Measuring and Reporting Results

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

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|--|--|--|---|--|--|
| <p>State Priority 4 Pupil Achievement</p> <p>d1. Performance on Statewide assessments CAASPP: Overall Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>ELA 52.54% Met or Exceeded Standards</p> <p>Math 31.58% Met or Exceeded Standards</p> | <p>ELA 48.72% Met or Exceeded Standards</p> <p>Math 31.14% Met or Exceeded Standards</p> | <p>ELA 46.82% Met or Exceeding Standards</p> <p>Math 29.85% Met or Exceeded Standards</p> | <p>ELA - 48.49% Met or Exceeded Standards</p> <p>Math - 30.82% Met or Exceeded Standards</p> <p>2022-23 Data</p> <p>Dashboard Data Not Yet Available</p> | <p>ELA Goal 62%</p> <p>Math Goal 42%</p> |
| <p>d1. CAASPP: Hispanic Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>ELA 46.41% Met or Exceeded Standards</p> <p>Math 25.08% Met or Exceeded Standards</p> | <p>ELA 41.79% Met or Exceeded Standards</p> <p>Math 21.02% met or Exceeded Standards</p> | <p>ELA 40.20% Met or Exceeding Standards</p> <p>Math 21.02% Met or Exceeded Standards</p> | <p>ELA - 42% Met or Exceeded Standards</p> <p>Math - 22% Met or Exceeded Standards</p> <p>2022-23 Data</p> <p>Dashboard Data Not Yet Available</p> | <p>ELA Goal 56%</p> <p>Math Goal 35%</p> |

| | | | | | |
|--|--|--|--|--|--|
| <p>d1. CAASPP: African American Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>ELA 39.37% Met or Exceeded Standards</p> <p>Math 15.87% Met or Exceeded Standards</p> | <p>ELA 36.96% Met or Exceeded Standards</p> <p>Math 17.99% Met or Exceeded Standards</p> | <p>ELA 70% Met or Exceeded Standards</p> <p>Math 50% Met or Exceeded Standards</p> | <p>ELA - 32% Met or Exceeded Standards</p> <p>Math - 15% Met or Exceeded Standards</p> <p>2022-23 Data</p> <p>Dashboard Data Not Yet Available</p> | <p>ELA Goal 49%</p> <p>Math Goal 25%</p> |
| <p>d1. CAASPP: English Learners Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>ELA 26.19% Met or Exceeded Standards</p> <p>Math 19.05% Met or Exceeded Standards</p> | <p>ELA 30.77% Met or Exceeded Standards</p> <p>Math 20.00% Met or Exceeded Standards</p> | <p>ELA 7.69% Met or Exceeded Standards</p> <p>Math 9.76% Met or Exceeded Standards</p> | <p>ELA - 6% Met or Exceeded Standards</p> <p>Math - 9% Met or Exceeded Standards</p> <p>2022-23 Data</p> <p>Dashboard Data Not Yet Available</p> | <p>ELA Goal 36%</p> <p>Math Goal 29%</p> |

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|---|--|--|--|--|--|
| <p>d1. CAASPP: Foster Youth/Homeless Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>ELA 63.16% Met or Exceeded Standards</p> <p>Math 21.05% Met or Exceeded Standards</p> | <p>ELA 33.33% Met or Exceeded Standards</p> <p>Math 33.34% Met or Exceeded Standards</p> | <p>ELA 58.33% Met or Exceeded Standards</p> <p>Math 37.50% Met or Exceeded Standards</p> | <p>ELA - 56% Met or Exceeded Standards</p> <p>Math - 37% Met or Exceeded Standards</p> <p>2022-23 Data</p> <p>Dashboard Data Not Yet Available</p> | <p>ELA Goal 68%</p> <p>Math Goal 26%</p> |
| <p>d1. CAASPP: Low Income Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>ELA 43.64% Met or Exceeded Standards</p> <p>Math 22.72% Met or Exceeded Standards</p> | <p>ELA 41.43% Met or Exceeded Standards</p> <p>Math 22.17% Met or Exceeded Standards</p> | <p>ELA 40.42% Met or Exceeded Standards</p> <p>Math 21.68% Met or Exceeded Standards</p> | <p>ELA - 37% Met or Exceeded Standards</p> <p>Math - 25% Met or Exceeded Standards</p> <p>2022-23 Data</p> <p>Dashboard Data Not Yet Available</p> | <p>ELA Goal 53%</p> <p>Math Goal 32%</p> |

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|--|--|--|---|--|--|
| <p>d1. CAASPP: Students with Disabilities Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>ELA 28.31% Met or Exceeded Standards</p> <p>Math 12.73% Met or Exceeded Standards</p> | <p>ELA 23.79% Met or Exceeded Standards</p> <p>Math 11.18% Met or Exceeded Standards</p> | <p>ELA 25% Met or Exceeded Standards</p> <p>Math 13.47% Met or Exceeded Standards</p> | <p>ELA - 28% Met or Exceeded Standards</p> <p>Math - 17% Met or Exceeded Standards</p> <p>2022-23 Data</p> <p>Dashboard Data Not Yet Available</p> | <p>ELA Goal 38%</p> <p>Math Goal 22%</p> |
| <p>d2. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU.</p> <p>Grade: 12</p> <p>Source: CALPADS</p> | <p>18.9% (31/164 12th grade students)</p> | <p>26.2% (51/194 12th grade students) 6.3% increase</p> | <p>28.1% (86/306 students)</p> | <p>Data Not Yet Available</p> | <p>Goal: 30%</p> |

| | | | | | |
|---|---|--|--|---|-----------------|
| <p>d3. Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks.</p> <p>Grades: 9-12</p> <p>Source: CALPADS</p> | <p>3 CTE completers or .25% (3/1183 high school students)</p> | <p>3 CTE completers or .24% (3/1208 high school students) .1% decrease</p> | <p>1 CTE completer or 0.3% student (1/306 graduates)</p> | <p>Data Not Yet Available</p> <p>2023-24 internal data 3 CTE completers</p> | <p>Goal: 1%</p> |
| <p>d4. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study.</p> <p>Grades: 9-12</p> <p>Source: CALPADS</p> | <p>1.5% (18 total)</p> | <p>2.7% (33 total) 1.2% increase</p> | <p>1 CTE completer or 0.3% student (1/306 graduates)</p> | <p>Data Not Yet Available</p> | <p>Goal: 3%</p> |

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|--|---|---|---|------------------------|-----------|
| d5. Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board. Source: ELPAC through TOMS | 63.7% (44/69) | 62.6% (42/67) 1.1% decrease | 51.4% (37/72) 11.2% decrease | Data Not Yet Available | Goal: 65% |
| d6. English learner reclassification rate. Source: ELPAC through TOMS | 29.7% (30/101 EL students) | 31.3% (27/86 EL students) 1.6% increase | 18.1% (13/72 EL students) 13.2% decrease | Data Not Yet Available | Goal: 34% |
| d7. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Grades: 9-12 Source: CollegeBoard | 1 student only or .08% (3 students total took the AP exam out of all high school students) | 3 students only or .24% (5 students total took the AP exam out of all high school students) .56% increase | 3 students only or .28% (12 students total took the AP exam out of all 1073 high school students, 1.12%) | Data Not Yet Available | Goal: 1% |

| | | | | | |
|--|--|---|---|---|--|
| <p>d8. Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p> <p>Grades: 4 and 5 year cohort</p> <p>Source: SIS School Pathway</p> | <p>19.5% Prepared (38/195)</p> | <p>28.8% Prepared (66/229) 9.3% increase</p> | <p>36.3% Prepared (107/295) 7.5% increase from 2021-22</p> | <p>Data Not Yet Available</p> | <p>Goal: 35%</p> |
| <p>State Priority 7 Pupil Achievement g1. Course Access: Students have access and are enrolled in a broad course of study</p> <p>Source: SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study * baseline modified from previous LCAP</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) Maintain a rate of 100% of students having access to a broad course of study Maintain a rate of 100% of SWD and unduplicated students having access to a broad course of study</p> |

| | | | | | |
|--|--|--|--|--|---|
| <p>g2. Programs and services developed and provided to unduplicated pupils</p> <p>Source: SIS School Pathway and review of Master Agreements:</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | <p>Maintain a rate of 100% of unduplicated pupils; English learner, low income, and foster youth student populations having access to all broad course of study, programs, and services</p> |
| <p>g3. Programs and services developed and provided to individuals with exceptional needs</p> <p>Source: SIS School Pathway and review of Master Agreements:</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | <p>Maintain rate of 100% of programs and services developed to be provided to individuals with exceptional needs</p> |

Goal Analysis

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.

The planned actions of Blue Ridge Academy should not need to be changed substantially when implemented based on careful examination and planning. Below is a breakdown of any differences in planned actions and implementation and discusses any relevant challenges and successes that may be experienced through implementation.

This particular goal focused on students receiving high-quality instruction through ensuring that only fully credentialed teachers oversee the students and standards aligned curriculum are being utilized. Blue Ridge Academy's credential procedures and efforts have remained at 100% for the past three years. We have worked diligently as a school over the last two years to ensure that our teachers are fully credentialed. We have been consistently successful within this area, and therefore this is not a required goal area to be addressed in the 2024/2025 school year.

We provide our families with many options for curriculum and allow them flexibility while continuing to track their basis to the standards. We continue to work to analyze and develop ways to better track and monitor progress schoolwide.

Even if they choose something that is not standards-based, how do we get them to a place where they are at grade level? We want to allow families the freedom they seek, but we want to make sure that we are being a bit more stringent with our expectations. The HSTs also need to be properly trained and informed on how to help families select the correct curriculum that has the correct rigor for their students.

As much as we want our families to have options with curriculum options for our students, it can almost be to a fault. Although we want to continue encouraging our families and students with choices, we need to speak to how we can better manage this challenge and better train the teachers to manage families who minimize from evidence based curriculum choices. Even if they choose something that is not standards-based, how do we get them to a place where they are at grade level? We plan to continue educating teachers on how to pick the correct curriculum that has the correct rigor. This academic choice can impact a student's performance on the statewide assessments and school benchmarks.

The expectations of an evidence-based curriculum are mandatory for students in Tier 2 or Tier 3 intervention and programs within Student Services and Special Education and are data driven to address any areas of needs and challenges in adjusting student instruction. We plan to continue encouraging more rigor within the general education teacher department training to ensure rigor can be discussed and supported during 'Learning Period' meetings with parents.

Action 1.1 Professional Development -

Staff training and parent information sessions have been successfully executed and the feedback from staff and families has remained positive. Based on staff feedback and required training sessions, teachers have also expressed the need to narrow down the number of training sessions to allow them time to work with their families. Departments continue to monitor the quality of their training based on staff feedback and have worked to provide interactive sessions that increase engagement and learning opportunities in continuing to build buy-in from staff in order to improve student outcomes and achievement.

Action 1.2 Parent Education and Resources

Parent Information Sessions (online meetings with families for them to understand and incorporate a new pedagogy into their practice), extend support to teachers in communicating information from various departments to families, allowing opportunities for direct feedback from parents (via surveys, board meetings, information sessions, DELAC and LCAP Parent Advisory Group meetings) - parents are able to ask questions,

provide comments and feedback to the school. An area of need is parent participation. Blue Ridge will continue to increase parent communication through emails, phone calls, parent bulletin newsletters, Special Education Parent Workshops, and spreading the word at community events. Another challenge is once the information is shared, gaining parent buy-in toward developing a greater understanding of implementing teaching methods and taking ownership of their learning coach responsibilities is an ongoing process.

Action 1.3 Equitable Access

Technology access to all (computers, printers, etc.), student subscriptions, access to credentialed teachers, and curriculum options. An area of need is understanding how to help parents narrow down what works best for their students, which is often overwhelming. There are so many options available but not every option is suitable for each student, so there is a learning curve associated with figuring out the best option. Evidence-based curricula and programs designed to align with educational standards are provided to all students tailored to address the specific needs and developmental stages of students at grade level. In addition, teacher-led discussions and parent training is provided to both the parents and the students. We provide our families with many options for curriculum choices and allow them much flexibility while continuing to their basis to the standards. We continue to work to analyze and develop ways to better track and monitor progress schoolwide.

Action 1.4 Content Specialist Expansion

The implementation of Content Specialists with a focus on the provision of specific subject supports has been a great success. As subject matter experts, emphasis has been placed on student achievement in specific subject areas.

Action 1.5 Teacher Credential Program

The implementation of the teacher induction and credential clearing programs through Riverside County Office of Education continues to remain successful and bridge the training gap for new teachers. This past year, expanding topic areas allowed for additional training and information session opportunities for credentialed staff. Our credentialing procedures and efforts have remained at 100% for the past three years. We have worked hard as a school over the last two years to ensure that our teachers are credentialed. We have been consistently successful within this area therefore this is not a required goal area to be addressed in the 2024/2025 school year.

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

Has spending been consistent or have we spent significantly more or less than planned.

Progress continues to be made towards the outlined goals. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement:

Action item 1.1 “Professional Development - Student Achievement & Resources” implementation of budgeted expenditures \$60,000. Actual expenditures included the annual schoolwide professional development for all staff members and an increased budget and resources to support every staff member, both classified and credentialed to focus on skill development through professional development. Actual amount spent \$751,536.

Action item 1.2 “Parent Resources” with an implementation estimated budget of \$63,205.98. Actual expenditures \$1,094,536. Significant increase for provision of professional development and workshops provided to parents/guardians to support student achievement.

Action item 1.3 “Equitable Access” with an implementation estimated budget of \$3,694,359.22. Actual expenditures \$2,246,919.

Action item 1.4 “Content Specialist Expansion” with an implementation estimated budget of \$850,192. Actual expenditures \$622,902.
Action item 1.5 “Teacher Credential Programs” with an implementation estimated budget of \$46,488. Actual expenditures \$22,460.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Professional Development

The effectiveness of professional development was measured based on the following:

- 1) The quality of the presented materials, and the willingness of the teachers to learn and grow as educators.
- 2) Professional Development and teacher “buy in” and teacher action by taking what they learned and applying it.

The ineffectiveness of Professional Development comes when the “buy-in” does not occur, and the teachers attend the training with a closed mind and the notion that they feel they are wasting their time in this training instead of seeing the training as beneficial to their growth as an educator and the growth of their students. The ultimate goal for professional development is to not only increase buy-in and build a positive climate for staff support and professional growth but it opens the door to building commitment across all staff members.

Providing multiple opportunities for professional growth also allows staff members to continue to grow individually, and seek out opportunities for career and skill set growth. The ineffectiveness with buy-in will be addressed during our Professional Development action item through required training and PLC meetings with changes to be made to make these PD times more valuable for the teachers in terms of participation and delivery.

Parent Education and Resources

BRA’s Parent and Education Resources has been extremely effective and successful. This outcome has also been based on previous years’ services made available to parents and feedback from surveys and input from families during information sessions and workshops. The main focus when it comes to this action are:

- 1) Providing parents with the support that they need to access materials they are given along with improving the challenges of parent attendance at information sessions.
- 2) Many parents either do not have the time or just browse over these without understanding these materials. To continue to develop a multi-tiered approach to get this information out (such as through mass emails from administration, and targeted emails, phone calls, or text messages) to inform the families of these opportunities.
are being seen for the work that they have completed.

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

Blue Ridge Academy has made multiple changes to operating policies to work toward reaching the planned goals. One change that was implemented was the hiring of Progress Support Coordinators, who are there to help teachers keep an eye on the academic progress of the teacher’s students. They pull

reports and then reach out to teachers who have students who are behind the pacing schedule. Our staff has been more involved as we have started to understand that there are so many curriculum options, especially for homeschool teachers with large rosters struggling to know where their students stand with their academic progress.

The progress monitoring piece has been a success this year, and though we are not where we need to be, it made a large stride in the correct direction. This is a win for the school because it has been successful. If we allow the Progress Monitoring team to continue over the next few years then there will be a world of difference for our students, and it will benefit the teachers.

We recognize that our standardized test scores continue to be an area of performance need, but we have made strides with our implemented changes over the last year to close the achievement gap and will continue to do so until our assessment scores are more in line with the state benchmarks.

Planned goals and actions have been developed for the upcoming year resulting from reflections from our educational partners based on current and previous years' goals and actions within the LCAP over the last three years.

-Increase strategies for maintaining accountability and oversight across all staff and families related to curriculum choices and academic progress monitoring. Blue Ridge Academy will continue to place efforts to establish positive and collaborative relationships and partnerships, while continuing to foster targeted PDs in efforts to support staff understanding of the policies and procedures of each department such as special education and student services, general education, curriculum, and testing.

-Maintain and foster collaborative relationships to increase parent attendance and engagement

-Provide computer literacy information sessions for families in addition to offering student practice tests and other opportunities to understand the Smarter Balanced software

-Monitor usage and data reports to determine how to best offer tutoring services and intervention support for struggling students

-Data analysis to identify trends in student performance and participation. ELA/Math Performance (Summative/Formative) - as a school we need to truly engage in the area that we struggle the most, which is academic performance.

-Primary target focus on school wide performance in the areas of ELA and Mathematics. Due to low performance scores in ELA and Math, the school has not met the statewide rate

-Progress Monitoring team to continue oversight of general education student's grades.

-In addition, based on the school climate feedback survey, parents are asking for some type of system for reviewing feedback from other families that have used various curricula. This will increase the continued need for professional development from the curriculum team.

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.

Goals and Actions

Goal

| Goal # 2 | 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. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|--|--|
| <p>State Priority 2 Implementation of the academic content and performance standards adopted by the state board b1. The implementation of state board adopted academic content and performance standards for all students</p> <p>Star 360: Overall</p> <p>Grades TK-11 Star 360 benchmark assessments (ELA, Math, Early Literacy)</p> <p>Source: Renaissance</p> | <p>At/Above Benchmark 75% * baseline modified from previous LCAP</p> | <p>At/Above Benchmark 70% 5% decrease</p> | <p>At/Above Benchmark Early Literacy 81% Math 74% Reading 73%</p> | <p>At/Above Benchmark</p> <p>Fall 2023 only Early Literacy 82% Math 74% Reading 73%</p> <p>Spring 2024 data is not yet available</p> | <p>At/Above Benchmark Goal 85%</p> |

| | | | | | |
|--|--|--|---|---|---|
| <p>b1. Star 360: Hispanic</p> <p>Grades TK-11</p> <p>Star 360 benchmark assessments (Early Literacy, Math, Reading)</p> <p>Source: Renaissance</p> | <p>Early Literacy 53% Math 64% Reading 47%</p> | <p>Early Literacy 56% Math 64% Reading 64%</p> | <p>Early Literacy 81% Math 68% Reading 67%</p> | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 82% Math 69% Reading 69%</p> <p>Spring 2024 data is not yet available</p> | <p>Early Literacy goal 63% Math goal 80% Reading goal 59%</p> |
| <p>b1. Star 360: African American</p> <p>Grades TK-11</p> <p>Star 360 benchmark assessments (Early Literacy, Math, Reading)</p> <p>Source: Renaissance</p> | <p>Early Literacy 53% Math 64% Reading 47%</p> | <p>Early Literacy 47% Math 58% Reading 62%</p> | <p>Fall Only (MM is still working on Spring data) Early Literacy 70% Math 63% Reading 62%</p> | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 81% Math 63% Reading 67%</p> <p>Spring 2024 data is not yet available</p> | <p>Early Literacy Goal 55% Math Goal 74% Reading Goal 57%</p> |
| <p>b1. Star 360: English Learners</p> <p>Grades TK-11:</p> <p>Star 360 benchmark assessments (Early Literacy, Math, Reading)</p> <p>Source: Renaissance</p> | <p>Early Literacy 71% Math 55% Reading 49%</p> | <p>Early Literacy 32% Math 67% Reading 59%</p> | <p>Early Literacy 63% Math 42% Reading 32%</p> | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 75% Math 45% Reading 23%</p> <p>Spring 2024 data is not yet available</p> | <p>Early Literacy Goal 81% Math Goal 65% Reading Goal 59%</p> |

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|--|--|---|---|---|---|
| <p>b1. Star 360: Foster Youth</p> <p>Grades TK-11</p> <p>Star 360 benchmark assessments (Early Literacy, Math, Reading)</p> <p>Source: Renaissance</p> | <p>Early Literacy 66.5% Math 50% Reading 46.5%</p> | <p>Early Literacy 100% (1 student) Math 42% Reading 67%</p> | <p>Early Literacy 56% Math 75% Reading 75%</p> | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 56% Math 68% Reading 67%</p> <p>Spring 2024 data is not yet available</p> | <p>Early Literacy Goal 76% Math Goal 60% Reading Goal 56%</p> |
| <p>b1. Star 360: Low Income</p> <p>Grades TK-11</p> <p>Star 360 benchmark assessments (Early Literacy, Math, Reading)</p> <p>Source: Renaissance</p> | <p>Early Literacy 79% Math 68% Reading 76%</p> | <p>Early Literacy 55% Math 66% Reading 67%</p> | <p>Early Literacy 73% Math 69% Reading 68%</p> | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 82% Math 69% Reading 68%</p> <p>Spring 2024 data is not yet available</p> | <p>Early Literacy Goal 89% Math Goal 78% Reading Goal 86%</p> |
| <p>b1. Star 360: Students with Disabilities</p> <p>Grades TK-11</p> <p>Star 360 benchmark assessments (Early Literacy, Math, Reading)</p> <p>Source: Renaissance</p> | <p>Early Literacy 52.5% Math 44.5% Reading 45%</p> | <p>Early Literacy 36% Math 47% Reading 48%</p> | <p>Early Literacy 55 % Math 46% Reading 44%</p> | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 61% Math 44% Reading 43%</p> <p>Spring 2024 data is not yet available</p> | <p>Early Literacy Goal 62% Math Goal 54% Reading Goal 55%</p> |

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

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

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

Blue Ridge has addressed each of its action items from the previous LCAP, however, needs to continue to work on academic support for all students who are not meeting proficiency on state assessments. Blue Ridge needs to continue to focus on the academic and social emotional needs of English Learners, Students with Disabilities, Foster Youth, and Low-Income Students. A new goal and action items have been developed in the upcoming year's LCAP to address these continued needs.

Blue Ridge continues to benefit from its partnership with Multiple Measures (MM). MM reports help Blue Ridge staff to identify achievement gaps and better support students with differentiated learning and guiding instruction for their families. This program breaks down state assessments given so that teachers can see incremental growth or regression. Teachers can also look at progress of the year and see which students were high achieving or low achieving as well as whether they had growth or regression. This program allows teachers to see when a student may benefit from intervention sooner than by just looking at test scores and therefore address any issues before they become a larger problem. It is imperative we continue to train teacher's knowledge and use of this program as we face the challenge and target focus of increasing student achievement in the areas of ELA and Mathematics based on the California Dashboard data.

In addition, the Student Services department now has two full-time mental health counselors to support the mental health referrals and Foster Youth/Homelessness needs. With awareness, PDs, and information sessions, the school has received a large increase in referrals to the Student Services mental health team and has been able to help a large number of students. Blue Ridge also has two Social Emotional Learning (SEL) programs available to all students.

The planned actions and goals are targeted toward professional development, utilizing assessment tools such as Star 360 to identify students in need of additional support, provide target support for struggling students, and identify the needs of low-income students and students with disabilities. Upon evaluating staff feedback from professional development training on the Star 360 benchmark assessments, findings from the testing team determined a greater need for identifying struggling students and students with disabilities, primarily in the areas of English Language Arts and Mathematics. In the training this year, the testing team focused on helping teachers interpret score results from the instructional planning reports to best communicate those results to their families. As a result, many teachers used the Star360 and SBAC scores as indicators for their struggling students, which also helped to determine whether the student qualified for intervention. Having a better understanding of reading the score results has also impacted the number of students who truly need urgent intervention versus general intervention support. The Star 360 benchmark scores serve as a formative evaluation of assessing while the SBAC scores serve as a more concrete understanding of where the student is. Both score reports should generally be in line with the Star360 to ensure accuracy. Blue Ridge will continue to implement teaching strategies and practices for helping to identify the needs of students from low-income families as well as students with disabilities.

Over the years, Blue Ridge has not been successful in meeting the 95% participation requirements for testing. However, the school has made gradual progress toward the goal. For example, in 2021-22, 88% of students completed the English Language Arts portion and 89% of students completed the Mathematics portion of the SBAC assessments. In 2022-23, 91% of students completed both the English Language Arts and Mathematics sections of the SBAC. While this is a positive adjustment, Blue Ridge still did not meet the charter requirement for

having 95% participation on either test. Upon review of the opt-out reasons why families choose not to test each year, Blue Ridge made the decision to implement consequences for not completing the statewide assessments. The change that is made will impact compliance and re-enrollment and the verbiage on the master agreement has also been updated to ensure families understand what is expected of them when they enroll in Blue Ridge.

Another change that Blue Ridge has focused on is providing remote and in-person options for students to complete the SBAC. The testing team works diligently and directly with the contact leads to secure test location sites and monitor attendance from year to year to ensure the locations that are being provided are being utilized to their fullest potential. Next year, the testing team will implement more in-person locations to accommodate all students who are required to complete the assessments.

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. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies.

Action item 2.1 “Professional Development - Provision of Student Support through MTSS” implementation estimated budget of \$179,007.48. Actual expenditures \$1,103,286.

Action item 2.2 “Administration of Diagnostic Assessments” implementation estimated budget of \$120,000. Actual expenditures \$337,886.

Action item 2.3 “Provision of Targeted Support to Meet Proficiency” implementation estimated budget of \$1,278,800. Actual expenditures \$934,305.

Action item 2.4 “Targeted Focus for SWD, EL, FY and LI Students” implementation estimated budget of \$2,146,673.43. Actual expenditures \$936,953

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An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The provision of professional development training has proven to be effective over the last three years as addressed within the LCAP. Due to this reason, continued training, especially in the following areas will need to be addressed in the upcoming year placing emphasis on addressing the low performance range in ELA and Math for struggling students and overall:

- Professional development with a focus on the implementation of the benchmarks using Star360
- Identify students with disabilities and unduplicated students who scored below grade level in ELA and Math
- Information sessions to address the following requests identified in the educational partner feedback sessions and surveys; Feedback from parents and staff: Remote testing removed as an option as it does not promote school community and would prefer only in person options; parents stated that they would like to have shorter, more frequent benchmark tests to gauge progress; inclusion of state testing within the Master Agreement - this has been implemented for 24/25 on the Master Agreement, coupled with new compliance requirements.
- The Student Services Mental Health team has effectively expanded, improved services, leading to a continued effective process for student support. To date, 250 referrals have been received as of May 2024. This is an increase of 11% from last year. 286 new students have been referred for SST/Intervention services for the 2023-2024 school year as of May 2024. In addition, we have increased participation in our intervention class cycles. Cycle 1 decreased by 5.8%, Cycle 2 by 23.4%, Cycle 3 by 10.6% and Cycle 4 by 4.9% Cycle 5 increased by 8.7%.

Individual Counseling Referrals submitted as of May 10th, 2024 was a total 142, of which unduplicated students included 6 EL students, 15 Homeless students 15, 0 Foster students, and 62 Low income students.

Blue Ridge provides a multitude of curriculum options to families to allow them to best personalize their learning environment and shape their academic goals. While this can be an amazing opportunity, it can also become overwhelming to families as they do not always know which curriculum to choose. Therefore, it is crucial that Blue Ridge continue to educate families and staff on gaining insight into choosing content that is rich, comprehensive, and contains rigor so that families are successful in utilizing the materials with fidelity. The actions taken include providing ongoing office hours for staff held by the curriculum team as well as curriculum information sessions for parents. Blue Ridge also continues to update curriculum flyers and the high school course list for all educational partners to access when planning for the school year. Each year, staff and families benefit from learning more about how to choose the right fit to serve their students.

It is vital that teachers know where their students are academically so that they can best support families in choosing the curriculum that fits their needs. In addition to the support they receive from the curriculum team, teachers also receive support through their teacher training sessions from various departments. As a result, teachers are more equipped to understand what their students' needs are and they also have a plethora of support from their regional coordinators, special education staff, teacher trainers, high school success coordinators, and high school counselors. We are now monitoring in a more efficient manner, struggling students with the addition of professional development in training staff on how to better support students with academic challenges.

Blue Ridge has also focused on increasing parent information sessions and resources within all departments with a focus on academic achievement. Students are provided with opportunities to take the SBAC interim assessment to help prepare for the state test as well as taking practice tests. Parents were provided office-hour support to ask questions regarding statewide testing, and the Family Liaisons provided the Happy Learner Series that involved testing tips, strategies, and tools for preparing students for formative and summative assessments. Unfortunately, parent participation was low. Therefore, the teams will continue to focus on parent outreach and communication as well as informing teachers of upcoming events.

Blue Ridge increased and improved services for high school students by expanding the support team and hiring two additional counselors, two additional content specialists to support students in Visual and Performing Arts (VAPA) and World Language (Spanish), and one additional guidance technician. This change served as a great success toward the increase in graduation rates, college and career readiness, and students meeting UC/CSU requirements based on the targeted approach over the last three years.

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

Blue Ridge shifted Goal 1 to encompass student achievement to increase Math and English Language Arts performance scores through formative and summative assessments. The reason for this is that Blue Ridge met the goal in the area of ensuring all students receive access to high-quality instruction by ensuring teachers are fully credentialed and students have access to standard-aligned instructional materials. With

the schoolwide change in requiring all students to participate in benchmark and statewide assessments, Blue Ridge will place a primary focus on student achievement including unduplicated students, low-income students, and other subgroups to address their needs to be more successful in English Language Arts and Mathematics.

Families will be held accountable for participating in formative and summative assessments, and compliance will play a significant role in the parent’s request to opt out of having their students test. Compliance will encompass re-enrollment opportunities as well as initiating the non-compliance process. The change is made not to penalize students or families but to give all families the opportunity to work toward their academic learning goals and target student achievement expectations while closing specific learning gaps.

Planned goals and actions to be addressed in the upcoming year based on reflections and feedback:

- Increase translation services for EL families and provide more resources reviewed by DELAC including writing.
- Additional training for teachers to understand how to use Multiple Measures to communicate student progress and analyze data.
- Increase the number of test participants for STAR 360 and CAASPP.
- Changing goal one to encompass student achievement only (formative and summative assessments). One change we made - school wide in master agreement, also going to pay specific attention to student achievement including unduplicated students, including low income students and other subgroups to address their needs to be more successful in ELA and math.

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.

Goals and Actions

Goal

| Goal # 3 | 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. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|-----------------------------------|------------------------|-----------------------------|
| State Priority 5 Pupil Engagement e5. Graduation Rate: Overall Grade: 12 Source: Blue Ridge Academy | 157 out of 164 students graduated: 95.7% 206 out of 242 students graduated: 85.1% (this includes 10th-12th graders) per Data Quest * baseline modified from previous LCAP | 181 out of 194 students graduated: 93.2% 2.5% decrease | 84.6% (259/306) | Data Not Yet Available | Goal 93% |
| e5. Graduation Rate: Hispanic Grade: 12 Source: Blue Ridge Academy | 97.9%: 49 students | 94.3%: 53 students 3.6% decrease | 83% (83/100) | Data Not Yet Available | Goal 98.4% |
| e5. Graduation Rate: African American Grade: 12 Source: Blue Ridge Academy | 100%: 11 students | 72.2%: 18 students 27.8% decrease | 10 students Data not displayed | Data Not Yet Available | Goal 94.8% |

| | | | | | |
|---|-----------------------|--------------------------------------|----------------------------------|---------------------------|---------------------------------|
| e5. Graduation Rate: English Learners | 0%: 0 students | 75%: 4 students 75% increase | 6 students Data not displayed | Data Not Yet Available | Maintain or increase 2020-21 |
| Grade: 12 | | | | | |
| Source: Blue Ridge Academy | | | | | |
| e5. Graduation Rate: Foster Youth | 50%: 2 students | 80%: 5 students 30% increase | 1 student Data not displayed | Data Not Yet Available | Maintain or increase 2020-21 |
| Grade: 12 | | | | | |
| Source: Blue Ridge Academy | | | | | |
| e5. Graduation Rate: Foster Youth - Homeless? | 50%: 2 students | 80%: 5 students 30% increase | 1 student Data not displayed | Data Not Yet Available | Maintain or increase 2020-21 |
| Grade: 12 | | | | | |
| Source: Blue Ridge Academy | | | | | |
| e5. Graduation Rate: Low Income | 93.2%: 59 students | 86.8%: 91 students 6.4% decrease | 85% (155/182) | Data Not Yet Available | Maintain 2020-21 rate 98.9% |
| Grade: 12 | | | | | |
| Source: Blue Ridge Academy | | | | | |
| e5. Graduation Rate: Students with Disabilities | 76.6%: 30 students | 50% 27 students 26.6% decrease | 76.4% (42/55) | Data Not Yet Available | Goal: 80% |
| Grade: 12 | | | | | |
| Source: Blue Ridge Academy | | | | | |

| | | | | | |
|--|--|---------------------------------|--|--------------------------|-----------------------------|
| e1. School attendance rates Source: CALPADS | 98.9% | 99.6% 0.7% increase | 99.7% 0.1% increase from 2021-22 | Data Not Yet Available | Maintain 2020-21 rate 98.9% |
| e2. Chronic absenteeism rates Source: Data Quest | 0.6% | 0.4% | 0.3% | Data Not Yet Available | Goal: .4% |
| e3. Middle school dropout rates Source: Blue Ridge Academy | 0% | Not available in CALPADS | Not available in CALPADS | Not available in CALPADS | Maintain 2020-21 rate 0% |
| e4. High school dropout rates Source: CALPADS | 10.33% | 24.27% 75 students | 11.56% 34 students | Data Not Yet Available | Goal: 7% |
| State Priority 4 Pupil Achievement d8. College and Career Readiness: Overall Grade: 12 Source: Blue Ridge Academy | 19.4% Prepared * baseline modified from previous LCAP | 28.9% Prepared 9.5% increase | 36.3% 7.4% increase from 2021-22 | Data Not Yet Available | 20% Prepared |
| d8. College and Career Readiness: Hispanic Grade: 12 Source: Blue Ridge Academy | 18.3%: 60 | 23%: 65 4.7% increase | 28% 30 students 5% increase from 2021-22 | Data Not Yet Available | 97% Prepared |

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|---|----------|--------------------------|--------------------------------|------------------------|----------------|
| d8. College and Career Readiness: African American Grade: 12 Source: Blue Ridge Academy | 8.3%: 12 | 10%: 20 1.7% increase | Data not displayed | Data Not Yet Available | Increase by 2% |
| d8. College and Career Readiness: English Learners Grade: 12 Source: Blue Ridge Academy | 0%: 0 | 50%: 4 50% increase | Data not displayed | Data Not Yet Available | Increase by 2% |
| d8. College and Career Readiness: Foster Youth/Homeless Grade: 12 Source: Blue Ridge Academy | 0%: 4 | 20%: 5 | Data not displayed for privacy | Data Not Yet Available | Increase by 2% |
| d8. College and Career Readiness: Low Income Grade: 12 Source: Blue Ridge Academy | 6.6%: 60 | 27.1%: 103 | 49.5% 53 students | Data Not Yet Available | 90% Prepared |

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|--|-----------------|--|-------------------------------|-------------------------------|-----------------------|
| <p>d8. College and Career Readiness: Students with Disabilities</p> <p>Grade: 12</p> <p>Source: Blue Ridge Academy</p> | <p>3.3%: 30</p> | <p>7.4%: 27</p> <p>School Internal Transition Team data:</p> <ul style="list-style-type: none"> -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" | <p>6.5%</p> <p>7 students</p> | <p>Data Not Yet Available</p> | <p>Increase by 2%</p> |
|--|-----------------|--|-------------------------------|-------------------------------|-----------------------|

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|--|--|---|---|---|--|
| <p>State Priority 7 Pupil Achievement g1. Course Access: Students have access and are enrolled in a broad course of study</p> <p>Source: SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study * baseline modified from previous LCAP</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study</p> | <p>Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language) Maintain a rate of 100% of students having access to a broad course of study Maintain a rate of 100% of SWD and unduplicated students having access to a broad course of study</p> |
| <p>g2. Programs and services developed and provided to unduplicated pupils</p> <p>Source: SIS School Pathway and review of Master Agreements:</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | <p>Maintain a rate of 100% of unduplicated pupils; English learner, low income, and foster youth student populations having access to all broad course of study, programs, and services</p> |

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|--|---|---|---|---|--|
| <p>g3. Programs and services developed and provided to individuals with exceptional needs</p> <p>Source: SIS School Pathway and review of Master Agreements:</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | <p>Maintain rate of 100% of programs and services developed to be provided to individuals with exceptional needs</p> |
|--|---|---|---|---|--|

Goal Analysis

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.

Successful implementation includes the following areas:

-CTE was implemented successfully over the last 3 years: based on feedback from teachers this process has been successfully implemented. Wednesday PDs have been informative. Resources provided to Home School Teachers (HSTs).

-Blue Ridge Academy has increased and improved our professional development for staff for CTE pathways and college career readiness. We have also hired based on feedback over the last 3 years, specifically High school success counselors and content specialists as well as training our GE teachers on various CTE courses. Which in turn provides support for the students and their learning coach.

-We have successfully implemented professional development training for our EL students and teachers have been extremely effective because we continue to train our teachers in identifying the needs of our EL students by utilizing resources to assist students on their rosters. We have had an increase in student enrollment. Students have gone on to receive additional counseling as well as group social-emotional learning through programs offered through Blue Ridge Academy' Student Services.

-Continuing to train special education high school teachers in the life skills programs for students completing the certificate of completion track instead of a regular diploma and also by increasing those life skill course options and support for teachers and students.

-A substantive difference in planned and actual implementation was our focus to ensure that all planned actions involved a requirement on teacher training times that are allocated monthly with the addition of 'required training dates'.

-Teacher training for Career Technical Education (CTE) Pathways are available through both staff development and through the High School Success Coordinators on a regular basis.

-Families and teachers are provided with concurrent enrollment procedures and are encouraged to connect with the high school counselor to review student courses, progress, and scheduling for taking college courses to ensure the student is set up for success. Due to the ever-growing need for high school support from staff and families. Blue Ridge Academy has increased high school training to staff over the past few years and implemented opportunities for students to enroll concurrently with the community college for exposure to the academic challenges of college while remaining in their supportive high school environment as full-time students. Over the last three years, CTE opportunities have also been provided to high school students and together both concurrent enrollment and CTE Pathway opportunities are available to students in grades 7-8 as well as 9-12 creating a supportive bridge from middle to high school.

High School Counselors provide Individualized Graduation Plans (IGP) training and have worked to streamline the IGP templates to simplify the A-G goals for both parents and HSTs. This allows our educational partners to better understand the high school graduation requirements and preparation for UC/CSU entrance requirements. Communication with families has been key, and our Counselors have remained consistent in providing college and career resources in their newsletters, office hours, and staff training and family presentations. Counselors

also attend community events to connect directly with high school students and provide support in helping them to meet graduation requirements. Counselors have successfully hosted Career Week every year and invite community members to present their career roles with students. Blue Ridge has had a successful turnout every year, and students are given the space to ask questions and further their research in seeking career opportunities outside of their learning environment. Counselors also provide support to HSTs by attending their learning period meetings to review student courses as well as attend IEP meetings and provide 1:1 support to teachers when reviewing student individualized graduation plans (IGPs). Counselors also hold Calendly appointments with students on an as needed basis. Increased and improved substantive differences also included the following: Graduation and Promotion ceremonies have been held in person at local universities. Participation has increased from the year 2021-22 and graduates have been encouraged to attend. High School Counselors and teachers have engaged in consistent follow-up to ensure students are eligible to walk in the ceremonies and pass their courses to complete their courses in time to earn their diploma by the end of the school year. Families have been notified via email, newsletters, and virtual student rehearsals.

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. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies.

Action item 3.1 “CTE Pathways & College & Career Readiness Professional Development” implementation estimated budget of \$109,274.08. Actual expenditures \$916,752.

Action item 3.2 “Using CAASPP & STAR360 Data to Guide Academic Support” implementation estimated budget of \$1,208,000. Actual expenditures \$357,236.

Action item 3.3 “Professional Development - English Learner & Social Emotional Learning” implementation estimated budget of \$69,208.24. Actual expenditures \$22,379.

Action item 3.4 “Students with Disabilities: Certificate of Completion” implementation estimated budget of \$395,150.01. Actual expenditures \$680,111.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Effective: Blue Ridge Academy’s professional development, the hiring of additional Testing Coordinators to support student achievement and focus on testing data, in addition the hiring of progress coordinators and additional counselors. Under special education, high school Case Managers, Program Specialists, and Assisted Directors continue to receive training for life skills classes for SWD and these have proven to be effective for students' success across our student population. With all of these actions in place BRA has continuously increased our graduation rate holistically across student populations as well as specifically increasing success in target students sub-groups.
- Change required to make progress towards this goal in the upcoming year: Progress Support Coordinators have a large scope as far as monitoring TK-12 online programming and there is the possibility for high school students in particular to fall through the cracks with limited monitoring which negatively impacts high school student success. Based on educational partner feedback, there is a disconnect within the transition from middle to high school which has impacted student success as well as enrollment for high school. Learning Coaches as well as HSTs need more support in order to ensure student success within these grades. Understanding of high school requirements for students also needs to be addressed as there are many different learning paths within Blue Ridge.

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.

- Parents who completed the 2023-2024 Climate Survey provided two particular suggestions to improve the College and Career Readiness of current high school students. First, they indicated a need to hire additional counselors to assist students in developing their post-high school plans. Second, the parents indicated a need to hire additional qualified teachers with experience working directly and specifically with high school students, to help with their transition into adulthood.
- Climate Survey reflections results indicated a need for more support and specific actions targeted to address the transition from 8th grade to high school. One suggestion would be having high school counselors hold specific events to meet with current 8th-grade students to prepare them directly for high school expectations. In addition, these events would educate them about potential high school pathways and opportunities that would be available.
- In further analysis, we have identified that some teachers, with high school students on their caseload, often receive questions related to students' current course load and its compatibility with AG UC/CSU requirements. They are not always able to answer these questions directly and therefore refer students and their families to the appropriate resources. As such, there is a need for yearly professional development (PD) training to review AG requirements for high school students, as well as a quick guide for teachers to be able to address these questions.
- Educational Partner feedback also stated a feeling of disconnect between middle and high school as far as the general education transition is concerned. There is an indication that some grade eight students leave BR due to a lack of understanding of how programming changes in high school. There are middle school transition events held by Family Liaisons but there are still gaps to be filled through possible professional development for HSTs to prepare parents.
- With regards to the Progress Monitoring Coordinators (PMC), feedback provided indicated that there has been a learning curve as this was year 1 of this new position. Staff need to be further trained to better assist the high school team. The PMC role has a large task with nearly 7000 students enrolled and there is room for growth in terms of focusing on specifically high school students and their needs.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|---|-----------------------------------|
| State Priority 6 School Climate f.1 Pupil suspension rates | 0% | 0% | 0% | 0% | Maintain 0% pupil suspension rate |
| f.2 Pupil expulsion rates | 0% | 0% | 0% | 0% | Maintain 0% pupil suspension rate |
| f3. Educational Partners Engagement: Overall Source: Blue Ridge Academy Climate Survey | 489 responses (parents, students, staff) * baseline modified from previous LCAP | 839 responses 42% increase response rate | 1,751 responses 108% increase response rate | 10% more than last year - 1,926 Current total (as of 4/12/24): 1,727 total responses | Goal 10% response increase |
| f3. Educational Partners Engagement: Parents Source: Blue Ridge Academy Climate Survey | 217 responses | 459 responses 53% increase response rate | 903 responses 96% increase response rate | 10% more than last year - 993 Current total (as of 4/12/24): 962 | Goal 10% response increase |
| f3. Educational Partners Engagement: Students Source: Blue Ridge Academy Climate Survey | 71 responses | 229 responses 69% increase response rate | 417 responses 82% increase response rate | 10% more than last year - 474 Current total (as of 4/12/24): 280 | Goal 10% response increase |

| | | | | | |
|---|---|---|--|---|---|
| <p>f3.Educational Partners Engagement: Staff Source: Blue Ridge Academy Climate Survey</p> | <p>137 responses</p> | <p>151 responses 9% increase response rate</p> | <p>431 responses 185% increase response rate</p> | <p>10% more than last year - 417 Current total (as of 4/12/24): 489 Staff (2023-2024): 342 credentialed, 102 classified; 444 total</p> | <p>Goal 10% response increase</p> |
| <p>State Priority 3 Parent Involvement and Family Engagement C.1 Efforts the LEA makes to seek parent input in making decisions for the LEA and each individual school site</p> | <p>Survey participation and LCAP information meeting participation and distribution</p> | <p>Survey participation and LCAP information meeting participation and distribution 839 responses 42% increase response rate</p> | <p>Survey participation and LCAP information meeting participation and distribution 1,751 responses 108% increase response rate</p> | <p>Current total (as of 4/12/24): 1,727 total responses</p> | <p>Maintain survey participation and LCAP information meeting participation and distribution for continued feedback and input</p> |

| | | | | | |
|--|--|--|--|---|--|
| C.2 How the LEA will promote parental participation in programs for unduplicated pupils | Survey participation and LCAP information meeting participation and distribution | Survey participation and LCAP information meeting participation and distribution | Survey participation and LCAP information meeting participation and distribution | <ul style="list-style-type: none"> ● Survey participation and LCAP information meeting participation and distribution. ● New student advisory group created. ● New parent advisory group created. ● Frequent newsletters sent out to educational partners regarding LCAP feedback/input | Maintain survey participation and LCAP information meeting participation and distribution for continued feedback and input |
| C.3 How the LEA will promote parental participation in programs for individuals with exceptional needs | Survey participation and schoolwide curriculum teacher support and distribution | Survey participation and schoolwide curriculum teacher support and distribution | Survey participation and schoolwide curriculum teacher support and distribution | <ul style="list-style-type: none"> ● Survey participation and schoolwide curriculum teacher support and distribution ● New Special Education parent workshops created. ● Monthly newsletter sent out for parent attendance | Maintain survey participation and schoolwide curriculum teacher support and distribution for feedback and input |

Goal Analysis

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.

Increased engagement for educational partners (parents, staff, and students) has been achieved through the following means over the previous three years:

- A variety of parent-focused trainings and activities, including the E3 Summit, Special Education Parent Workshops, New Parent Orientation, Information Sessions, and Curriculum Information Sessions.
- An assortment of virtual events, including coffee chat, curriculum support, and SPED Department Open House
- Events hosted to cater to prospective students and their families
- Hosting several community connections throughout the year
- Focusing on English Learners by hosting frequent DELAC meetings, providing free subscription access and dedicated resources; EL coordinator to provide direct synchronous instruction to all designated EL students.
- A dedicated coordinator hired to continue addressing unduplicated students, including those identified as homeless and Foster Youth
- Follow up and discussions regarding 100% completion of the current iteration of the Climate Survey

Blue Ridge continues to provide multiple opportunities for educational partners to engage in on-going professional development offered throughout the year. Live and recorded parent information sessions are offered throughout the school year to continuously engage and enrich their homeschool experiences. These sessions are open to families of all grade levels, and parents have the option to join in real-time, or families can view recorded sessions. Staff department training also continues to be held to keep credentialed and classified staff apprised of progress monitoring, test administration, compliance, policies, procedures, and support processes targeted towards student achievement.

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. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies.

Action item 4.1 “Family Engagement” implementation estimated budget of \$31,850. Actual expenditures \$133,780.

Action item 4.2 “Translation Support” implementation estimated budget of \$9,000. Actual expenditures \$9,409.

Action item 4.3 “Educational Partner Training” implementation estimated budget of \$440,500. Actual expenditures \$497,014.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective actions over the past three years includes the following:

- A variety of parent-focused trainings and activities, including the E3 Summit, Special Education Parent Workshops, New Parent Orientation, School Information Sessions, and Curriculum Information Sessions.
- An assortment of virtual events, including coffee chat, curriculum support, and SPED Department Open House
- Events hosted to cater to prospective students and their families
- Hosting several community connections and field trip events throughout the school year
- Focusing on English Learner support and progress, including hosting quarterly DELAC meetings, providing free subscription access and dedicated resources; EL coordinator to provide direct synchronous instruction to all designated EL students.
- A dedicated coordinator hired to continue addressing unduplicated student needs, including those identified as homeless and Foster Youth

An area of continued need requiring an increase for more effective action steps includes the following:

- Although there has been marked increase in the number of survey responses for all associated educational partners (parents, students, staff), we are still not at 100% participation for student and parent input and feedback participation. We have, however, increased the participation rate for both staff up to 100% over the last year and parents by 10% compared to last year. More action items need to be developed to continue moving towards the increased percentage of full participation and input. As a result of the changes implemented above, we have noticed an increase in overall satisfaction and engagement, per the Climate Survey. To date, 309 students, 1004 parents, and 431 staff members have responded since the survey was first released in January 2023. We continue to work towards a 100% completion rate by all educational partners.

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

- We have increased the number of survey responses through deliberate, timely announcements throughout the year, in the form of emails and action items discussed during all-staff meetings. The addition of the LCAP Student and Parent Advisory groups has been successful this year, with a focus of increasing attendance.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Blue Ridge Academy | Dr. Loretta Burns Vice Principal/ Director of Special Education & Student Services | loretta.burns@theblueridgeacademy.com 626-250-9611 |

Plan Summary [2024-25]

General Information

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

Blue Ridge Academy is a non-classroom-based charter school serving transitional kindergarten through 12+ grade students in Los Angeles, Ventura, and Kern Counties authorized through Maricopa Unified School District since 2016. Blue Ridge Academy is an independent study program with a variety of learning models. The school offers online/remote and in-person instructional and social emotional services. Each staff member holds appropriate credentialing and certification for their job employment. Our school has approximately 6900 students, 351 certified teachers and 102 classified employees. Our mission is to offer a safe, collaborative, and inclusive learning experience by partnering with families and the community.

Blue Ridge Academy's mission is to offer a safe, collaborative, and individualized learning experience in partnership with families and the community. Student learning outcomes include developing the whole child to support career and college readiness. Targeted areas of learning promote students who are navigators of the digital world, self-directed, personalized learners, independent critical thinkers, responsible citizens, and effective communicators.

Blue Ridge Academy's staff have worked diligently to develop and adopt various programs and services to effectively and efficiently support our students. Over the past four years, our dedication has been focused on diligently pursuing a specific school-wide objective aimed at maintaining continuity and uniformity to promote the success of every student, utilizing best practices. We have consistently applied and supervised instructional methods to enhance student achievement by employing a team effort with all educational partners and regularly examining student performance data to pinpoint areas for improvement.

Grade Level Breakdown:

| | |
|---------------------------|--------|
| School Enrollment 2023-24 | |
| Grade Level | Totals |
| TK | 264 |

| | |
|-------|------|
| K | 584 |
| 1 | 646 |
| 2 | 683 |
| 3 | 715 |
| 4 | 679 |
| 5 | 670 |
| 6 | 603 |
| 7 | 613 |
| 8 | 456 |
| 9 | 316 |
| 10 | 262 |
| 11 | 248 |
| 12 | 192 |
| Total | 6931 |

Diverse Student Population:

| | | |
|---------------------------------|------|--------|
| School Demographics 2023-24 | | |
| <u>Student Groups</u> | | |
| English Learners | 78 | 1.10% |
| Foster Youth | 5 | 0.10% |
| Homeless | 46 | 0.70% |
| Socioeconomically Disadvantaged | 2914 | 42.40% |
| Students with Disabilities | 689 | 10.00% |
| | | |
| <u>Race/Ethnicity</u> | | |
| | | |
| African American | 352 | 5.10% |
| American Indian | 12 | 0.20% |

| | | |
|-------------------|------|--------|
| Asian | 356 | 5.20% |
| Filipino | 96 | 1.40% |
| Hispanic | 2616 | 38.00% |
| Two or More Races | 599 | 8.70% |
| Pacific Islander | 23 | 0.30% |
| White | 2824 | 41.10% |

Blue Ridge Academy's mission is to offer a safe, collaborative, and individualized learning experience in partnership with families and the community. Student learning outcomes include developing the whole child to support career and college readiness. Targeted areas of learning promote students who are navigators of the digital world, self-directed, personalized learners, independent critical thinkers, responsible citizens, and effective communicators.

Blue Ridge Academy's staff have worked diligently over the last four years to develop and adopt various programs and services to effectively and efficiently support our students. Over the past two years, our dedication has been focused on diligently pursuing a specific school-wide objective aimed at maintaining continuity and uniformity to promote the success of every student, utilizing best practices. We have consistently applied and supervised instructional methods to enhance student achievement by employing a team effort with all educational partners and regularly examining student performance data to pinpoint areas for improvement.

Reflections: Annual Performance

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

Based on our review of the California School Dashboard and local data, we have identified the following:

For state standardized scores, students who met or exceeded the state standards were 48.4% in ELA and 30.82% in Mathematics. Students scoring below standards in ELA were 51.51% and in Mathematics were 69.18% below. English language learner student scores are as follows; met or exceeded standards 53.06% and below standards, 46.94%.

For the 2022-23 school year, Blue Ridge had a 0.3% chronic absenteeism rate and currently maintains a 0.1% rate this school year. The data indicates that Blue Ridge has increased good attendance rates since the 2021-22 school year. The graduation rate for the 2022-23 school year was 84.6% which is a 14% increase from the previous year. The suspension rate has consistently remained at 0% for the 2022-23 school year. Upon analyzing specific student population progress, we identified that the English Learner progress has declined 5.1% to 49% progress in 2022-23. In the area of English Language Arts the school declined overall 7.3 points which was 36.8 below the standard. Further breakdown by student subgroups shows 'English Learners' at 86.8 points below standard and 'Students with Disabilities' at 119.9 points below standard. Subgroups scoring in the orange range within the Dashboard were 'White' with 35.1 points below standard, 'Hispanic' at 47.4 points below standard and 'Socioeconomically Disadvantaged' at 50.7 points below the standard. Groups with Two or More Races were 0.5 points below standard which was increased by 5.9 points. In Mathematics, the school maintained - 2.2 points, which shows 78.2 points below the standard. Further breakdown by student subgroups shows 'English Learners' at 111.2 points below the standard and 'Students with

Disabilities' at 97.7 points below standard. Subgroups scoring in the orange were 'Hispanic students' at 94.9 points below standard, 'White' at 73.3 points below standard and 'Students with Disabilities' at 157.5 below standard which was increased by 8.3 points. Groups with Two or More Races were at 39.4 points below the standard which was increased by 9.9 points. In College and Career readiness, Blue Ridge students were prepared at 36.3 %.

For local indicators, Blue Ridge continues to meet all standards for Teachers, Instructional Material and Facilities, Implementation of Academic standards, Parent and Family engagement, Local Climate survey, and Access to a Broad Course of Study.

Blue Ridge Academy implements in-house Star 360 standardized testing for all students TK-12th grade. Overall performance has shown growth in Mathematics from Spring 2021-22 of 72% to Fall 2022-23 of 74% for students who are at or above benchmark standards. In Spring 2022-23 the Mathematics performance showed 73% of all students were at or above benchmarks. EL students are at a lower performance rate however growth was shown in Math from Fall 2022-23 of 42 % at or above benchmark performance to Spring 2022-23 of EL students of 45% at or above benchmark performance. The Reading Star 360 performance test has shown a decline from Spring 2021-22 of 74% to Fall 2022-23 of 71% for students who are at or above benchmark standards. However, in Spring 2022-23 the Reading performance increased to 74% for all students who are at or above benchmarks. EL students in Reading are at a lower performance rate, however, there was an increase in students who reached at or above benchmark standards. In Fall 2023 EL students performed at 29% at or above benchmark standards and in the Spring 34% of EL students were at or above benchmark standards showing an increase of 5%. The Early Literacy assessment is completed by TK and Kindergarten students. For all students taking the Early Literacy assessments there was a 1% improvement. In Fall of 2022-23 80% of all students performed at or above benchmarks and In the Spring 2022-23 81% of all students performed at or above benchmark performance. EL students taking the Early Literacy assessments showed a 13% increase. In Fall of 2022-23, EL students scored 58% at or above benchmark performance. In Spring 2022-23, 71% of EL students performed at or above benchmark.

Continuously using student testing data informs the school of areas of need and growth, in addition to continued progress monitoring and ensuring the increase of student participation in state testing and district benchmark participation. Blue Ridge Academy has increased its certificated staff to work specifically with Foster and Homeless youth, which in turn supports the student's academic and social emotional needs. More information and awareness has been provided for staff and parents to receive additional resources for Foster youth/ Homeless youth supports. The school aims to continue identifying students in these areas and maintain provision for their individual needs. The Student Services department has increased the number of writing classes provided to English Learner students on a weekly basis. EL parents are informed of weekly progress and provide resources for at-risk students. Blue Ridge Academy continues to work with all educational partners to encourage feedback regarding our school policies, programs, and curriculum support provided to all students. Parent input is encouraged through surveys and monthly parent education. We are excited to report the increase of student participation in Statewide Assessments are as follows; 2022-23 ELA: 90% participation, Participated: 3,391, Opt-Outs: 366. Math: 90% participation, Participated: 3,392, Opt-Outs: 367. 2023-24 data not yet available, and will be reported once released in June.

The following areas have been identified within our Dashboard data as areas with low performance ranges, which per state requirements, will remain unchanged over the next 3 years in our as LCAP goal areas to address student achievement:

| Student Group | English Learner Progress | Chronic Absenteeism | Suspension Rate | Graduation Rate | English Language Arts | Mathematics | College/Career (Status Only) |
|-------------------------------------|--------------------------|---------------------|-----------------|-----------------|-----------------------|-------------|------------------------------|
| All Students | N/A | Blue | Blue | Green | Orange | Orange | Medium |
| English Learners | Orange | Green | Blue | -- | Red | Red | -- |
| Foster Youth | N/A | -- | -- | -- | -- | -- | -- |
| Homeless | N/A | Blue | Blue | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | N/A | Blue | Blue | Green | Orange | Red | Low |
| Students with Disabilities | N/A | Blue | Blue | Yellow | Red | Orange | Low |
| African American | N/A | -- | -- | -- | -- | -- | -- |
| Asian | N/A | -- | -- | -- | -- | -- | -- |
| Filipino | N/A | -- | -- | -- | -- | -- | -- |
| Hispanic | N/A | Blue | Blue | Green | Orange | Orange | Low |
| Native Hawaiian or Pacific Islander | N/A | -- | -- | N/A | -- | -- | N/A |
| White | N/A | Blue | Blue | Green | Orange | Orange | Medium |
| Two or More Races | N/A | Blue | Blue | -- | Green | Yellow | -- |

Blue Ridge partners with Multiple Measures to gather data and closely monitor progress in both the SBAC and the Summative ELPAC assessments as well as the Star 360 benchmark assessments. In 2023, English Learners performed at the Very Low (Red) level for both subjects in SBAC English Language Arts and Mathematics assessments. The ELPAC Coordinator utilizes the data to closely monitor progress and collaborates with the EL Coordinator to review attendance and participation in the live English sessions. Blue Ridge also follows the state compliance requirements for monitoring the progress of reclassified students over the course of four years. If at any point the student is scoring below grade level, intervention measures will be put in place toward maintaining English language proficiency and academic growth.

Socioeconomically Disadvantaged students scored in the Low (Orange) level for the 2023 SBAC English Language Arts and in the Very Low (Red) level for Mathematics assessments. Students from low-income families may face additional challenges that can impact their academic performance. As an independent study charter school, students do not have access to a school lunch program. However, Blue Ridge utilizes an alternative household data collection form used for various budgeting purposes that contribute toward supporting students in need. Blue Ridge also provides socioeconomically disadvantaged students access to academic resources outside of school to ensure they have what they need to succeed.

Students with Disabilities scored in the Very Low (Red) level for the 2023 SBAC English Language Arts and in the Low (Orange) level for Mathematics assessments. Students who have been identified with disabilities may experience challenges in which their disability can impact their learning. Throughout the school year, the Special Education and Student Services department collaborates with the General Education staff to closely monitor academic levels within the student’s individualized education program (IEP) goals. Students receive Specialized Academic Instruction (SAI), online and in-person instructional support services, in addition to their related services per their IEPs or tier 2 interventions. Students also receive close monitoring test taking skills support to encourage confidence throughout the school year. This includes 1:1 accommodations needed for statewide assessments such as the SBAC and California Alternative Assessments (CAA) for students with moderate to severe disabilities. The testing team pulls the accommodations and modifications from the School Information System (SIS) and maintains collaborative efforts to ensure the student has what they need to complete statewide assessments. Star 360 benchmark assessment data is reviewed by the HST and the Case Manager during the IEP meetings and throughout the school year. Both the HST and the

Case Manager review and monitor progress in the areas of math and reading skills. Other data collected includes progress on the student's IEP goals, accommodations usage, and participation in special education services, such as the Specialized Academic Instruction (SAI) classes.

Per our Self-Reflection Assessment Tool, progress reviews continue to be made with the identification, implementation, and monitoring of school wide goals within the local indicators as indicated below: Under Academic Performance, Blue Ridge Academy's rating scale is as follows:

Professional Development

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

- 4 Full Implementation: English Language Arts – Common Core State Standards for English Language Arts

- 4 Full Implementation: English Language Development (Aligned to English Language Arts Standards)

- 4 Full Implementation: Mathematics – Common Core State Standards for Mathematics

- 4 Full Implementation: Next Generation Science Standards

- 4 Full Implementation: History - Social Science

Instructional Materials

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

- 4 Full Implementation: English Language Arts – Common Core State Standards for English Language Arts

- 4 Full Implementation: English Language Development (Aligned to English Language Arts Standards)

- 4 Full Implementation: Mathematics – Common Core State Standards for Mathematics

- 4 Full Implementation: Next Generation Science Standards

- 4 Full Implementation:History - Social Science

Policy & Program Support

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

4 Full Implementation: English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation: English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation: Mathematics – Common Core State Standards for Mathematics

4 Full Implementation: Next Generation Science Standards

4 Full Implementation: History - Social Science

Implementation of Standards

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

5 Full Implementation And Sustainability: Career Technical Education

4 Full Implementation: Health Education Content Standards

4 Full Implementation: Physical Education Model Content Standards

4 Full Implementation: Visual and Performing Arts

4 Full Implementation: World Language

Engagement of School Leadership

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

4 Full Implementation: Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation: Identifying the professional learning needs of individual teachers

4 Full Implementation: Providing support for teachers on the standards they have not yet mastered

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|-------------------------------------|--|
| Staff (Certificated and classified) | <p>All staff members are part of the ongoing discussion and feedback encouraged throughout the school year for input in the development of the LCAP goals and actions. Certificated staff members are also included as part of the LCAP committee members. All Staff members are encouraged to complete the climate survey throughout the school year to provide valuable feedback in the continued process of the LCAP development. Staff members provide other educational partners with LCAP information and resources. Certificated and classified staff are encouraged to participate as members of the LCAP. The Committee members participated in committee meetings on the following dates: 9/11/23, 11/13/23, 12/4/23, 1/8/24, 2/26/24, 3/11/24, 3/13/24, 3/14/24, 4/8/24, and 5/1/24, 5/2/24, 5/3/24, 5/13/24, in addition to the presentation and advisory group dates included. The principal, assistant principal, directors, and assistant directors, all part of the administration team were also involved in discussions pertaining to the development of the LCAP goals and actions.</p> <p>Staff are also encouraged to participate in the District English Learner Advisory Committee (DELAC) and collaborated on the following dates to plan and prepare for the public meeting: 9/18/23, 11/13/23, 1/22/24, and 5/6/24. Certificated DELAC members presented at the following public meeting dates: 9/26/23, 11/28/23, 1/30/24, and 5/14/24.</p> |

| | |
|------------------------------------|--|
| Parents and/or Learning Coaches | <p>All educational partners are invited to attend the LCAP goal development discussion meetings, advisory groups, and public meetings to learn more about the goals, actions, and previous outcomes for the school. Parents and learning coaches are encouraged to complete the LCAP climate survey to provide valuable feedback in the continued development of the LCAP process and ask questions regarding our goals and action plans. Parents and learning coaches participate as members of the LCAP Advisory and meeting groups held on 1/8/24, 3/14, 24, and 5/14/24.</p> <p>Parents and learning coaches participated as members of the District English Learner Advisory Committee (DELAC) and collaborated on the following dates to plan for the public meeting: 9/18/23, 11/13/23, 1/22/24, and 5/6/24. Classified DELAC members presented at the following public meeting dates: 9/26/23, 11/28/23, 1/30/24, and 5/14/24. The DELAC committee continues to remain an extension of our educational partners in the development and feedback of our school's LCAP.</p> <p>See each action items and it's modification based on ed partner input</p> |
| Students | <p>All student educational partners are invited to attend the LCAP public meeting to learn more about the goals, actions, and previous outcomes for the school. Students are encouraged to complete the LCAP climate survey and ask questions regarding our goals and action plans at the LCAP goal development meetings tailored specifically for the students and the Student Advisory Group meetings held on 1/8/24, 3/14/24, 5/14/24.</p> |
| Board Members | <p>All educational partners are invited to attend the LCAP public meeting to learn more about the goals, actions, and previous outcomes for the school. Board Members are encouraged to complete the LCAP climate survey also and ask questions regarding our goals and action plans. The LCAP mid year report was reviewed and discussed with the Board with feedback provided by the Board members in February. The LCAP draft goals and self reflection tools are also discussed and provided to the Board through the school year until the plan is adopted.</p> |
| Authorizer/District Superintendent | <p>Blue Ridge Academy's authorizer continues to discuss and review all areas of the LCAP to ensure a thorough discussion, feedback, and development continues to take place within the school's goals, and actions towards student achievement and effective education partner engagement.</p> |

Insert or delete rows, as necessary.

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

Blue Ridge Academy will continue to maintain the goal of fostering improved connections with all educational partners to increase partner feedback, cultivate a culture of partnership, and build trust by remaining transparent about decisions and policy making, and addressing strengths and challenges. Having this goal remain in place will allow the school to continue to build partnerships with students, staff, and parents as well as create a more collaborative and effective learning environment and positive school culture for all educational partners.

Partner feedback is crucial in helping Blue Ridge to inform school decision making to improve student outcomes, address student needs, and focus on allocating resources to fit the needs of all students. Blue Ridge will implement enhanced opportunities for all partners to provide feedback and input at various parent information meetings, community events, advisory group meetings, focus groups, and social media and online platforms.

Actively seeking and increasing partner feedback from educational partners allows the school to gain valuable insights into areas for improvement. Having a solid system in place will enable the school to make informed decisions that align with the needs and priorities of every educational partner. Blue Ridge will carry this out by providing surveys, holding meetings with parents and staff, gathering feedback, and sharing schoolwide information via emails, parent bulletins, weekly updates, and in-person learning period and staff meetings. Blue Ridge offers parent information sessions to prospective families as well as back-to-school orientation sessions for students in all grade levels. During the presentations, families are encouraged to ask questions to various department representatives and seek input on school information and student support. These sessions took place on the following dates: 8/15/23, 3/19/24, 3/22/24, and 4/11/24. All staff meetings take place every first Friday of the month throughout the school year. Staff attended all staff meetings on the following dates: 8/3/23, 8/4/23, 9/1/23, 10/6/23, 11/3/23, 12/1/23, 1/5/24, 2/2/24, 3/1/24, 4/12/24, and 5/3/24. In addition, the Special Education and Student Services staff attended an in person professional development meeting on 3/5/24 and 3/6/24. Staff feedback and climate surveys are provided to staff throughout the school year. School administrators take a collaborative approach to reviewing staff feedback and discussing strategies for improvement and strive to value staff input, promote positive relationships, and foster a supportive and inclusive work environment.

Based on feedback and input from our school climate surveys, topic areas to be addressed were the need for in-person activities and more funding. Blue Ridge responded by planning to increase engagement with families through more field trips, community connections, promotion and graduation ceremonies, and state testing. Student funding was increased to \$4000 for 7th -12 grade and to \$3600 for TK-6th per parent request. Free online subscriptions continued to be available to all students with the addition of expanded college and career readiness applications. For student support Blue Ridge expanded free virtual tutoring options for student progress with credentialed teachers. Through our multi-tiered support system, Blue Ridge offers tiered support to engage struggling learners in reading, writing, math, and speech. Blue Ridge hired more credentialed intervention teachers to support weekly classes, pre and post assessments, and feedback to all educational partners. More counselors were hired to support mental health services, homelessness, and foster youth. Mental health services increased individual counseling, group counseling, social skills groups, and executive functioning classes. See below goals and action items for more detailed information.

Creating an environment where all educational partners feel valued and empowered to contribute to the school community aligns with our school's vision and mission for serving families and staff. When students, staff, and parents are viewed as partners in education, they are more likely to actively engage in the learning process and collaborate on initiatives aimed at improving student outcomes. To support all educational partners, this year Blue Ridge implemented two new advisory groups for the LCAP committee. The Parent Advisory Group and the Student Advisory Group meet regularly throughout the year to provide more feedback and input for LCAP plans. The LCAP Committee and Advisory

meetings throughout the school year are a proactive approach to ensuring that the goals outlined in the LCAP are effectively addressed and progress is continuously monitored. The LCAP Committee met on the following dates: 9/11/23, 11/13/23, 12/4/23, 1/8/24, 2/26/24, 3/11/24, 3/13/24, 4/8/24, and 5/13/24. During the meetings, the committee worked together to identify schoolwide action plans aimed at addressing the specific goals outlined in the LCAP. Collaborative efforts among the committee members contributed toward monitoring progress on the implementation of action plans and identifying areas that require further adjustments or additional support. At each meeting, the committee reflected on what Blue Ridge has done to meet the goals outlined in the LCAP and discussed what they are currently working toward to achieve those goals. This reflective process allowed the committee to celebrate achievements, identify challenges, and make informed decisions about next next steps.

Certificated staff, classified staff, parents and learning coaches, and students are encouraged to participate as members of the District English Learner Advisory Committee (DELAC). Committee members collaborated on the following dates to plan and prepare for the public meeting: 9/18/23, 11/13/23, 1/22/24, and 5/6/24. During these planning meetings, members of the DELAC, including parents and learning coaches, discussed agenda items, proposed topics for discussion, and planned activities for the upcoming public meetings. The committee also reviewed data related to English Learner student progress, discussed challenges faced by EL students and families, and brainstormed potential solutions or recommendations to address these issues. Once the DELAC members finalized the agenda, they presented at the following public meeting dates: 9/26/23, 11/28/23, 1/30/24, and 5/14/24. The presentations included updates on EL student achievement, information about district programs and services for EL students, and opportunities for community input and feedback. Parents and learning coaches were encouraged to attend and share their perspectives, experiences, and insights as educational partners directly involved with EL students.

By participating in both the planning meetings and public meeting presentations, parents, learning coaches, and DELAC members demonstrate their commitment to supporting the needs of English Learner students and advocating for their success within the school. This collaborative effort helps ensure that the DELAC effectively fulfills its role as an advisory body, providing valuable input and recommendations to district leadership on matters related to English Learner education. Before adopting this LCAP, our school shared its information with district members, SELPA, educational partners, including DELAC committee members, and the authorizing district.

Goals and Actions

Goal

| Goal 1 | Description | Type of Goal |
|--------|---|--------------|
| Goal 1 | Using a data-driven approach, increase Math & ELA performance scores for summative and formative assessments. | Broad |

State Priorities addressed by this goal.

Priority 1: Basic Services & Conditions

Provision of sufficient instructional materials and student access to standards-aligned instructional materials

Priority 2: Implementation of State Standards

- A) The implementation of state board-adopted academic content and performance standards for all students
- B) how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 4: Pupil Achievement

Focus on student performance and progress

Priority 7: Course Action

The extent to which students have access to, and are enrolled in:

- A) a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 - 12, as applicable
- B) programs and services developed and provided to low-income, English learner, and foster youth/ homeless students
- C) programs and services developed and provided to students with disabilities.

Priority 8: Pupil Outcomes

Student outcomes, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 - 12, as applicable]

An explanation of why the LEA has developed this goal.

Blue Ridge strives to empower students and promote their knowledge and critical thinking skills. In order to continue to improve student outcomes, Blue Ridge is focused on using a data-driven approach toward increasing Math and English Language Arts proficiency scores for summative and formative assessments. This approach is a primary focus for Blue Ridge to help identify areas of improvement and specific learning gaps, as well as identify trends. Having this information available to all educational partners is key in supporting families and teachers with enhanced teaching methods for targeted instruction in the areas of Math and English Language Arts as well as promoting accountability and transparency to foster a culture of continuous improvement.

The Star 360 benchmark assessments serve as checkpoints at both the beginning and end of the school year to allow teachers to address learning gaps and ensure that academic goals have been met. Monitoring progress throughout the school year through these formative assessments will serve as a springboard to establishing success in preparing for the SBAC summative assessments.

Over the past few years, Blue Ridge has worked to improve student participation in both the formative and summative assessments. Having this active participation and engagement will allow students to feel more comfortable with completing assessments and taking ownership of their learning. When students understand what their areas of needs and strengths are, they will become more confident in knowing how to self-regulate their learning and are more motivated to improve.

Through professional development staff training and parent information sessions, teachers and parents will learn to adjust their teaching methods and be more mindful of how to approach student data gathered from both the formative and summative assessments. The data collected will provide further insight into identifying targeted instructional strategies, instructional materials, and intervention support for struggling students. Having this happen early on in the school year is crucial in improving student understanding and preparedness for summative assessments. Blue Ridge will continue to take a closer look at monitoring student achievement and how it relates to engagement and enhanced teaching methods. Blue Ridge has also adopted a new accomplishment piloted in the 2023-2024 school year, called ‘Amazon Bookshelf’ usage report. Its objective has been geared towards continued support for students in the area of English Language Arts. Data provided below.

| Summer 2023 | Grade-level | Invited | Claimed | % Claimed | Pending | Revoked | Auto-revoked |
|-------------------|--------------|-------------|-------------|---------------|-----------|-----------|--------------|
| \$50 per student | 6th - 12th | 2557 | 532 | 20.81% | 0 | 2 | 2024 |
| Fall 2023 | Grade-level | Invited | Claimed | % Claimed | Pending | Revoked | Auto-revoked |
| \$100 per student | TK - 2nd | 2198 | 1398 | 63.60% | 7 | 6 | 787 |
| | 3rd - 5th | 2102 | 1208 | 57.47% | 6 | 6 | 882 |
| | 6th- 8th | 1700 | 885 | 52.06% | 3 | 2 | 810 |
| | 9th - 12th | 1040 | 456 | 43.85% | 4 | 3 | 577 |
| | Total | 7040 | 3947 | 56.07% | 20 | 17 | 3056 |

Blue Ridge Academy has maintained a goal of ensuring all students are given the tools they need to be successful, both emotionally and academically. Post-pandemic, Blue Ridge has made concerted efforts to provide opportunities to meet in person, provide classroom and

tutoring opportunities, and focus on the improvement of our students, which includes their well-being as young adults, in addition to their academic success.

Blue Ridge will continue to partner with Multiple Measures and provide the school with annual and periodic assessments as well as individual student reports. The data is then shared with all educational partners and included in the school's charter renewal process as well as the WASC and LCAP reports. In addition, Blue Ridge will maintain accessing data through the California Dashboard, DataQuest, etc. which is also shared with staff and families. Transparency in sharing both schoolwide data and individual student reports will allow our educational partners to better understand the school's fiscal health as well as the individual student's needs and strengths.

Moreover, having a data-driven approach can guide ongoing professional development for teachers as well as maintain communication with parents through information sessions. Examining the impact of different instructional strategies on student performance through pre- and post-data analysis, both teachers and parents will refine their teaching strategies in synchronous instruction and foster significant impacts on student learning outcomes. One of the ways that Blue Ridge has implemented synchronous instruction is through team partnerships with class rosters and scheduling so that all students are accounted for and supported based on their scheduling needs and academic goals. The special education and student services department continues to offer and provide daily synchronous instruction and services for SWD, SED, FYHM, EL, and all struggling learners.

Grouped together, the actions and metrics will help achieve the goal of increased ELA and Math scores. The actions are collaborative, and will be evidenced through providing professional development to staff, parent education resources to families, and targeted instructional strategies to all students with an emphasis on unduplicated students, in addition to struggling students. All students will be recognized for their growth, areas of strength, and overall achievements which will foster a positive and supporting learning environment to keep students engaged and motivated. The metrics allow us to closely monitor from year to year to ensure students are making progress and improving in both ELA and Mathematics. The ultimate goal is to prepare students with the tools and resources needed to increase their scores and ultimately get them to graduate and succeed in college-level coursework.

Measuring and Reporting Results - Summative

| Metric # | Metric 2024-2025 | Baseline 2024-2025 | Year 1 Outcome 2025-2026 | Year 2 Outcome 2026-2027 | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|-----------------------------|-----------------------------|---|--|
| Priority 1 Teachers assigned appropriately, standards aligned, facility. a. Appropriately assigned fully credentialed teachers | Human Resources employee datasheet | 100% of teachers are appropriately assigned and credentialed | | | Maintain 100% of teachers appropriately assigned and credentialed | |
| b. Access to standard aligned instructional material | Student Master Agreement course plan and curriculum instructional material program plan | 100% of students have access to standard aligned instructional material | | | Maintain 100% of students to have access to standard aligned instructional material | [Insert current difference from baseline here] |
| c. Facilities maintained in good repair | Facility documentations | All facilities maintained in good repair | | | Maintain all facilities in good repair SEL | [Insert current difference from baseline here] |

| | | | | | | |
|--|---|--|--|--|-----------------------|---|
| <p>Priority 4:</p> <p>Student Achievement</p> <p>a. CAASPP: Grades 3-8,11 Smarter Balanced Summative Assessments</p> <p>Source: CDE California Assessment of Student Performance and Progress (CAASPP)</p> <p>Overall</p> | <p>CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>2022-23 Dashboard Data</p> <p>ELA - 48.49% Met or Exceeded Standards</p> <p>Math - 30.82% Met or Exceeded Standards</p> <p>2023-24 Dashboard data not yet available</p> | | | <p>58%</p> <p>40%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>African American</p> | <p>CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>2022-23 Dashboard Data</p> <p>ELA - 32% Met or Exceeded Standards</p> <p>Math - 15% Met or Exceeded Standards</p> <p>2023-24 Dashboard data not yet available</p> | | | <p>42%</p> <p>25%</p> | <p>[Insert current difference from baseline here]</p> |

| | | | | | | |
|---|---|--|--|--|-----------------------|---|
| <p>Hispanic</p> | <p>CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>2022-23 Dashboard Data</p> <p>ELA - 42% Met or Exceeded Standards</p> <p>Math - 22% Met or Exceeded Standards</p> <p>2023-24 Dashboard data not yet available</p> | | | <p>52%</p> <p>32%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>Students with Disabilities</p> <p>Students with Disabilities scored in the Very Low (Red) level for the 2023 SBAC English Language Arts.</p> <p>Action 1.1 and 1.3</p> | <p>CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>2022-23 Dashboard Data</p> <p>ELA - 28% Met or Exceeded Standards</p> <p>Math - 17% Met or Exceeded Standards</p> <p>2023-24 Dashboard data not yet available</p> | | | <p>38%</p> <p>27%</p> | <p>[Insert current difference from baseline here]</p> |

| | | | | | | |
|--------------|--|--|--|--|-----------------------|--|
| Foster Youth | CDE California Assessment of Student Performance and Progress (CAASPP) | <p>2022-23 Dashboard Data</p> <p>ELA - 56% Met or Exceeded Standards</p> <p>Math - 37% Met or Exceeded Standards</p> <p>2023-24 Dashboard data not yet available</p> | | | <p>66%</p> <p>47%</p> | [Insert current difference from baseline here] |
| Homeless | CDE California Assessment of Student Performance and Progress (CAASPP) | <p>2022-23 Dashboard Data</p> <p>ELA - 0% Met or Exceeded Standards</p> <p>Math - 0% Met or Exceeded Standards</p> <p>2023-24 Dashboard data not yet available</p> | | | <p>10%</p> <p>10%</p> | [Insert current difference from baseline here] |

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|---|---|--|--|--|-----------------------|---|
| <p>Low Income</p> <p>Socioeconomically Disadvantaged students scored in the Very Low (Red) level for Mathematics assessments.</p> <p>Action 1.1 and 1.3</p> | <p>CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>2022-23 Dashboard Data</p> <p>ELA - 37% Met or Exceeded Standards</p> <p>Math - 25% Met or Exceeded Standards</p> <p>2023-24 Dashboard data not yet available</p> | | | <p>47%</p> <p>35%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>English Learners</p> <p>English Learners performed at the Very Low (Red) level for both subjects in SBAC English Language Arts and Mathematics assessments.</p> <p>Action 1.1 and 1.3</p> | <p>CDE California Assessment of Student Performance and Progress (CAASPP)</p> | <p>2022-23 Dashboard Data</p> <p>ELA - 6% Met or Exceeded Standards</p> <p>Math - 9% Met or Exceeded Standards</p> <p>2023-24 Dashboard data not yet available</p> | | | <p>16%</p> <p>19%</p> | <p>[Insert current difference from baseline here]</p> |

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|---|--|--|--|--|------------|---|
| <p>4b. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU.</p> <p>Grade: 12</p> <p>Source: CALPADS</p> | <p>California Longitudinal Pupil Achievement data System (CALPADS)</p> | <p>2022-23 Data</p> <p>28.1% (86/306 students)</p> <p>2023-24 Data not yet available</p> | | | <p>38%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>4c. Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks.</p> <p>Grades: 9-12</p> <p>Source: CALPADS</p> | <p>California Longitudinal Pupil Achievement data System (CALPADS)</p> | <p>2022-23 Data</p> <p>1 CTE completer or 0.3% student (1/306 graduates)</p> <p>2023-24 Data not yet available</p> | | | <p>1%</p> | <p>[Insert current difference from baseline here]</p> |

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|---|--|--|--|--|------------|---|
| <p>4d. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study.</p> <p>Grades: 9-12</p> <p>Source: CALPADS</p> | <p>California Longitudinal Pupil Achievement data System (CALPADS)</p> | <p>2022-23 Data</p> <p>1 CTE completer or 0.3% student (1/306 graduates)</p> <p>2023-24 Data not yet available</p> | | | <p>1%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>4e. Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board.</p> <p>Source: ELPAC through TOMS</p> | <p>ELPAC through TOMS</p> | <p>2022-23 Data</p> <p>51.4% (37/72)</p> <p>2023-24 Data not yet available</p> | | | <p>61%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>4f. English learner reclassification rate.</p> <p>Source: ELPAC through TOMS</p> | <p>ELPAC through TOMS</p> | <p>2022-23 Data</p> <p>18.1% (13/72 EL students)</p> <p>2023-24 Data not yet available</p> | | | <p>28%</p> | <p>[Insert current difference from baseline here]</p> |

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| <p>4g. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.</p> <p>Grades: 9-12</p> <p>Source: CollegeBoard</p> | <p>CollegeBoard</p> | <p>2022-23 Data</p> <p>3 students only or .28% (12 students total took the AP exam out of all 1073 high school students, 1.12%)</p> <p>2023-24 Data not yet available</p> | | | <p>1%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>4h. College and Career Readiness:</p> <p>Overall</p> <p>Grade: 12</p> <p>Source: CA Dashboard</p> | <p>CA Dashboard</p> | <p>2022-23 Data</p> <p>36.3%</p> <p>2023-24 Data not yet available</p> | | | <p>46%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>African American</p> | <p>CA Dashboard</p> | <p>2022-23 Data</p> <p>Data Not Provided From CDE For Privacy Reasons. Less than 11 students</p> <p>2023-24 Data not yet available</p> | | | <p>2022-23 Data</p> <p>Data Not Provided From CDE For Privacy Reasons. Less than 11 students</p> | <p>[Insert current difference from baseline here]</p> |
| <p>Hispanic</p> | <p>CA Dashboard</p> | <p>2022-23 Data</p> <p>28% 30 students</p> <p>2023-24 Data not yet available</p> | | | <p>38%</p> | <p>[Insert current difference from baseline here]</p> |

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|----------------------------|--------------|---|--|--|--|--|
| English Learner | CA Dashboard | <p>2022-23 Data 2022-23 Data</p> <p>Data Not Provided From CDE For Privacy Reasons. Less than 11 students</p> <p>2023-24 Data not yet available</p> | | | <p>2022-23 Data</p> <p>Data Not Provided From CDE For Privacy Reasons. Less than 11 students</p> | |
| Foster Youth/Homeless | CA Dashboard | <p>2022-23 Data 2022-23 Data</p> <p>Data Not Provided From CDE For Privacy Reasons. Less than 11 students</p> <p>2023-24 Data not yet available</p> | | | <p>2022-23 Data</p> <p>Data Not Provided From CDE For Privacy Reasons. Less than 11 students</p> | |
| Low Income | CA Dashboard | <p>2022-23 Data</p> <p>49.5% 53 students</p> <p>2023-24 Data not yet available</p> | | | 59% | |
| Students with Disabilities | CA Dashboard | <p>2022-23 Data</p> <p>6.5% 7 students</p> <p>2023-24 Data not yet available</p> | | | 7.5% | |

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|---|--|---|--|--|---|---|
| <p>Priority 7:</p> <p>a.Course Access: Students have access and are enrolled in a broad course of study</p> <p>Source: SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students</p> | <p>SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students</p> | <p>(Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study</p> <p>100% of SWD and unduplicated students to have access to a broad course of study</p> | | | <p>(Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study</p> <p>100% of SWD and unduplicated students to have access to a broad course of study</p> | <p>[Insert current difference from baseline here]</p> |
| <p>b. Programs and services developed and provided to low income, English learner, and foster youth students</p> | <p>SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students</p> | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | | | <p>100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services</p> | |
| <p>c. Programs and services developed and provided to individuals with exceptional needs</p> | <p>SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students</p> | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | | | <p>100% of programs and services developed are provided to individuals with exceptional needs</p> | |

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|---|--------------------|--|--|--|--|---|
| <p>Priority 8: Other Pupil Outcomes</p> <p>Source: LP Meetings</p> | <p>LP Meetings</p> | <p>Student outcomes, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 - 12, as applicable</p> | | | <p>Student outcomes, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 - 12, as applicable</p> | <p>[Insert current difference from baseline here]</p> |
|---|--------------------|--|--|--|--|---|

Measuring and Reporting Results - Formative

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|--|----------------|----------------|--|--|
| <p>Priority 2: a. Implementation of the academic content and performance standards adopted by the state board</p> <p>Source: Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy)</p> <p>Overall</p> | <p>Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy)</p> | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 82% Math 74% Reading 73%</p> <p>Spring 2024</p> <p>Early Literacy 81% Math 74% Reading 71%</p> | | | <p>Early Literacy 22% Math 84% Reading 83%</p> | <p>[Insert current difference from baseline here]</p> |

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|----------------------------|---|--|--|--|--|--|
| Hispanic | Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy) | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 82% Math 69% Reading 69%</p> <p>Spring 2024</p> <p>Early Literacy 80% Math 69% Reading 66%</p> | | | <p>Early Literacy 92% Math 79% Reading 79%</p> | |
| African American | Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy) | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 81% Math 63% Reading 67%</p> <p>Spring 2024</p> <p>Early Literacy 64% Math 65% Reading 61%</p> | | | <p>Early Literacy 91% Math 73% Reading 77%</p> | |
| Students with Disabilities | Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy) | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 61% Math 44% Reading 43%</p> <p>Spring 2024</p> <p>Early Literacy 53% Math 45% Reading 44%</p> | | | <p>Early Literacy 71% Math 54% Reading 53%</p> | |

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|------------------|---|--|--|--|--|--|
| English Learners | Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy) | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 75% Math 45% Reading 23%</p> <p>Spring 2024</p> <p>Early Literacy 75% Math 41% Reading 44%</p> | | | <p>Early Literacy 85% Math 55% Reading 33%</p> | |
| Foster Youth | Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy) | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 56% Math 68% Reading 67%</p> <p>Spring 2024</p> <p>Early Literacy 0% Math 0% Reading 0%</p> | | <p>Early Literacy 66% Math 78% Reading 77%</p> | | |
| Low Income | Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy) | <p>At/Above Benchmark</p> <p>Fall 2023 only</p> <p>Early Literacy 82% Math 69% Reading 68%</p> <p>Spring 2024</p> <p>Early Literacy 75% Math 68% Reading 66%</p> | | <p>Early Literacy 92% Math 79% Reading 78%</p> | | |

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|--|---------------------------------------|--|--|--|--|---|
| <p>B. English Language Development</p> <p>-EL Proficiency</p> <p>-RFEP</p> <p>Source: CA Dashboard, CAASPP/ELPAC/ETS</p> | <p>CA Dashboard, CAASPP/ELPAC/ETS</p> | <p>2022-23</p> <p>49% making progress toward English language proficiency</p> <p>19.12% RFEP</p> | | | <p>59% making progress toward English language proficiency</p> | <p>[Insert current difference from baseline here]</p> |
|--|---------------------------------------|--|--|--|--|---|

Goal Analysis for [2024-25]

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

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

“Not Applicable”

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.

“Not Applicable”

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

“Not Applicable”

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

“Not Applicable”

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|-----|--------------------------|--|-----------|---|
| 1.1 | Professional Development | <p>This action is directed towards the following identified student groups and address the identified state indicators for which the student group received the lowest performance level on the 2023 Dashboard: Students with Disabilities scored in the Very Low (Red) level for the 2023 SBAC English Language Arts; Socioeconomically Disadvantaged students scored in the Very Low (Red) level for Mathematics assessments; English Learners performed at the Very Low (Red) level for both subjects in SBAC English Language Arts and Mathematics assessments.</p> <p>Provide monthly teacher training held by various departments that focus on providing quality support to families that emphasize a focus on enhancing student achievement, monitoring progress, and implementing best practices and strategies to increase outcomes for all students including students with disabilities and unduplicated students. The goal is to educate, build awareness, and train teachers and learning coaches on the effective best practices</p> <p>Share student achievement levels and test participation with staff and parents to promote accountability among educational partners and enhance teacher effectiveness and instructional strategies for improving student outcomes.</p> <p>Continue to hold Professional Learning Communities where teachers share resources and ideas and collaborate to come up with strategies to address student engagement, student performance, and student well-being in their daily learning as well as synchronous instruction and live interaction with their teachers.</p> <p>See goal 1 priority 4a metric</p> | \$500,000 | Y |
|-----|--------------------------|--|-----------|---|

| | | | | |
|-----|--------------------------------|---|------------|---|
| 1.2 | Parent Education and Resources | <p>Increase parent engagement and support families by understanding their roles and expectations for their students. This is done by holding regular parent information sessions to educate families on upcoming events, and school requirements, and sharing educational resources with regard to college and career readiness, standardized testing, and strategies supporting students at home.</p> <p>Maintain parent portal access containing resources from all departments including curriculum, academic expectations, and information on how to support student socio-emotional development. Ensure communication is consistent by sending monthly parent bulletin newsletters along with parent reminders for SELPA facilitated Community Advisory Committee (CAC) meetings which provides parent resources and support for students with disabilities.</p> <p>Continue to invite parents and students to be a part of various LCAP Advisory Groups to foster collaboration with all educational partners, provide opportunities to collect and gather feedback, and utilize the feedback to inform better decision-making.</p> | \$ 400,000 | Y |
|-----|--------------------------------|---|------------|---|

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|-----|--------------------------------|--|-------------|---|
| 1.3 | Student Instruction & Tutoring | <p>This action is directed towards the following identified student groups and address the identified state indicators for which the student group received the lowest performance level on the 2023 Dashboard: Students with Disabilities scored in the Very Low (Red) level for the 2023 SBAC English Language Arts; Socioeconomically Disadvantaged students scored in the Very Low (Red) level for Mathematics assessments; English Learners performed at the Very Low (Red) level for both subjects in SBAC English Language Arts and Mathematics assessments.</p> <p>Enhance student instruction and tutoring by increasing student participation with Content Specialist office hours, utilizing vendor services for enrichment, tutoring, yearly subscription accounts, subscriptions and 'Bookshelf'.</p> <p>Continued communication is key. Teachers will continue to share student instruction and tutoring opportunities with their families and support them with accessing their student email address to stay in touch with school information via email, phone calls, and at in person meetings. SWD high school students will also continue to receive additional support through the 'Online Resource Room' for academic support beyond their IEP Specialized Academic Instructional time.</p> <p>Provide access to tier 2 interventions for struggling EL, LTELs, Foster Youth, Homeless, and Low Income students. Using the data during progress monitoring periods, identify if additional expenditures will be required to further support the unduplicated student population.</p> <p>See goal 1 priority 4a metric</p> | \$3,200,000 | Y |
|-----|--------------------------------|--|-------------|---|

| | | | | |
|-----|---------------------|--|----------|---|
| 1.4 | Student Recognition | <p>Increase student motivation by recognizing students who have made progress in their benchmark and statewide assessments as well as students who have shown growth. Certificates will be provided to students who have earned perfect scores and certificates donated by restaurants to students who have shown growth. Teachers will also recognize students on their rosters who have made progress and shown growth in their subjects. (For example certificates, donations from restaurants, spirit wear raffles, spirit budget for snacks and student motivation at testing sites).</p> <p>At the graduation and promotion ceremonies students will be recognized for their individual achievements such as National Junior Honor Society or National Honor Society (NJHS/NHS), GPA recognition, such as Honor Roll, Salutatorian, Valedictorian. (Through partnership with Jostens, the school plans to provide awards for salutatorian cords, honor roll cords, valedictorian medals, caps and gowns for students in need of financial assistance), NHS and NJHS cords, and purchasing graduation items</p> | \$36,616 | Y |
|-----|---------------------|--|----------|---|

Insert or delete rows, as necessary.

Goal

| Goal 2 | Description | Type of Goal |
|--------|--|--------------|
| Goal 2 | Create systems and structures that provide multiple personalized learning paths to increase the cohort graduation rate to close the achievement gap. | Maintenance |

State Priorities addressed by this goal.

Priority 4: Student Achievement

Focus on increasing CTE pathways: participation and completion, passing AP exams with a score of 3 or higher, and participation and demonstration of college preparedness for high school students.

Priority 5: Student Engagement

Student Engagement: Focus on high school graduation rate actions.

Priority 7: Course Action

Ensure student access to state-adopted courses.

An explanation of why the LEA has developed this goal.

Blue Ridge Academy developed this goal to ensure all students are prepared for graduation and beyond. As there are multiple personalized learning paths due to the unique organization of this LEA, it is imperative that all groups and subgroups are acknowledged and provided with supports to close achievement gaps in order to increase cohort graduation rates.

Blue Ridge is committed to preparing every student from TK-12+. This maintenance goal creates different areas of support providing students with appropriate monitoring for academics and social emotional needs as well as counseling to ensure they are on the right track for their personalized learning paths. Expanding CTE pathways allows freedom for students to explore options that will carry them past high school and into adulthood. Access to AP classes and subsequent exams gives way to more options once high school students have reached college.

Graduation rates are consistently monitored. Each year, Blue Ridge reviews data and feedback to see what needs to be adjusted in order to increase these numbers but most importantly to ensure students are college and career ready. As there are multiple paths for their compulsory education, especially TK-8, it is imperative that high school students are ready for life beyond high school.

Blue Ridge Academy has made progressive actions towards hiring more staff that allows for more assistance for students transitioning both from 8th grade to high school and from 12th grade to the real world. These actions and their results are something that Blue Ridge Academy is monitoring and improving every new school year and with that, adjustments and optimizations are made. The hiring of new staff to directly assist in these goals is a step in this direction and a sign of Blue Ridge Academy’s commitment to making positive changes that will positively impact graduation and success rates across multiple grade levels and socio-economic levels.

Some challenges that may be encountered as a growing school population is the wide variety of student backgrounds. Blue Ridge Academy is dedicated to reaching students of all backgrounds and socioeconomic levels. These differences are met with a variety of approaches such as the training provided for staff to address issues relevant to our student body, and adapting plans and actions based on previous attempts and ideas.

Over the last three years, several changes have been made which align with our planned goals, metrics, desired outcomes, and actions such as consistent interventions for students and families to ensure that all families are approaching success/graduation at an acceptable pace and level.

Our desired goals and outcomes continue to remain consistent with the goals set out by the state as we continue to make optimizations toward reaching these goals school-wide. Professional development continues to focus on additional support for students with disabilities, English learners, Foster Youth, and Low-Income students to ensure all students not only have access, but are within programs that allow for improved and increased services.

A-G: Graduates meeting UC/CSU requirements increased by 30%:

21-22: 59

22-23: 77

23-24: internal data only. Dashboard data not yet available

CTE: High school students who have met CTE completion requirements:

21-22: 2

22-23: 2

23-24: 3

AP Exams:

21-22: 3

22-23: 12

23-24: not yet available

Seal of Biliteracy:

21-22: 1

22-23: 3

23-24: 0

Golden State Merit:

21-22: 98

22-23: 95

23-24: 72

College and Career Readiness:

21-22: 28.8%, 89 students prepared

22-23: 36.3%, 107 students prepared

23-24: internal data only, Dashboard data not yet available

Grouped together, reviewing metrics and identifying successes and challenges has allowed Blue Ridge to classify this goal as a maintenance goal. As such, upon further analysis, it has been shown that Blue Ridge is on track to continue to increase CTE pathways participation and completion, participation in AP courses with exams scoring three or higher, and increase graduation rates and college and career readiness.

The consistent and continued focus on this goal will help incrementally increase graduation rates and college and career readiness over the next three years. With crucial players such as High School Success Coordinators, Content Specialists, Progress Support Coordinators, and High School Counselors, Blue Ridge has put into place supports for Homeschool Teachers, Learning Coaches, and students alike.

Maintaining professional development for staff will continue to equip them with the tools they need to serve high school families, both current and future. Addressing SWD on a certificate track and better equipping those staff who support them is crucial to increasing that population's success in high school and beyond.

Measuring and Reporting Results

| Metric # | Metric 2024-25 | Baseline 2024-25 | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|---|---------------------|----------------|----------------|------------------------------|---|
| Priority 5: Pupil Engagement Source: CALPADS a. School attendance rates | California Longitudinal Pupil Achievement data System (CALPADS) | 98.9% | | | 99% | [Insert current difference from baseline here] |
| b. Chronic absenteeism | California Longitudinal Pupil Achievement data System (CALPADS) | 0.52% | | | 0.30% | [Insert current difference from baseline here] |
| c. Middle school dropout rates | California Longitudinal Pupil Achievement data System (CALPADS) | 0.7% | | | 0.6% | |
| d. High school dropout rates | California Longitudinal Pupil Achievement data System (CALPADS) | 0.6% | | | 0.5% | |

| | | | | | | |
|---|--------------|-----------------------------------|--|--|-------------|--|
| e. Graduation Rate: Overall Source: CA Dashboard | CA Dashboard | 84.6% | | | 90% | [Insert current difference from baseline here] |
| Hispanic | CA Dashboard | 83% | | | 93% | |
| African American | CA Dashboard | 10 students Data not displayed | | | 11 students | |
| English Learners | CA Dashboard | 6 students | | | 8 students | |
| Foster Youth | CA Dashboard | 1 student Data not displayed | | | 1 student | |
| Homeless | CA Dashboard | 1 student Data not displayed | | | 1 student | |
| Low Income | CA Dashboard | 85% | | | 90% | |

Insert or delete rows, as necessary.

Goal Analysis for [2024-25]

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

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

“Not Applicable”

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.

“Not Applicable”

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

“Not Applicable”

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

“Not Applicable”

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 2.1 | Professional development specific to Progress Coordinators and high school students | Progress Support Coordinators to constantly maintain student achievement, and identify any students that are falling behind and/or missing deadlines. Action required to tailor specific high school needs to address progress for high school students by training Progress Coordinators on high school material. | \$300,000 | Y |
| 2.2 | Professional development: Bridging Middle School & High School transition support | Specific informational professional development geared towards middle school /students/parents and preparing 8th graders for high school expectations once a semester (Fall & Spring). | \$ 200,000 | Y |
| 2.3 | Counselor Support professional development | Counselor support and ongoing communication between families and teachers (Home School Teachers & Case Managers) to ensure the student is meeting graduation requirements including SWD. | \$ 200,000 | Y |

Goal

| Goal 3 | Description | Type of Goal |
|--------|---|--------------|
| Goal 3 | Foster improved connection with all educational partners to include and incorporate increased partner feedback. | Maintenance |

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards

- A) The implementation of state board-adopted academic content and performance standards for all students
- B) How the programs and services will enable English Learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 6: School

Through measures and actions, address other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.

Priority 8: Pupil Outcomes

Student outcomes, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable.

An explanation of why the LEA has developed this goal.

Blue Ridge Academy will continue to maintain the goal of fostering improved connections with all educational partners to increase partner feedback, cultivate a culture of partnership, build trust by being transparent about decisions, and policies, and addressing strengths and challenges. Having this goal remain in place will allow the school to continue to build positive, effective, and collaborative partnerships with students, staff, parents, and our community as well as create a more collaborative and effective learning environment and positive school culture.

Partner feedback is crucial in helping Blue Ridge to inform school decision making to improve student outcomes, address student needs, and focus on allocating resources to fit the needs of all students. Blue Ridge will implement enhanced opportunities for all partners to provide feedback and input at various parent information meetings, community events, advisory group meetings, focus groups, and social media and online platforms.

Grouped together, we have increased our participation rates for all education partners (parents, staff, students) completing the school wide climate survey by at least 10% over the course of the past 3 years. We have identified this goal as a 'Maintenance' goal as all educational partners are continued to be encouraged to participate and utilize resources offered throughout the year to increase engagement and

involvement. Although this goal has been ongoing over the past three years, BRA believes concrete efforts must continue to be made to engage and maintain collaboration with all educational partners for student and school success.

Measuring and Reporting Results

| Metric # | Metric | Baseline 2024-2025 | Year 1 Outcome 2025-2026 | Year 2 Outcome 2026-2027 | Target for Year 3 Outcome 2027-2028 | Current Difference from Baseline |
|--|---|-----------------------|-----------------------------|-----------------------------|---|---|
| Priority 6: School Climate Source: CALPADS a.Pupil suspension rates | California Longitudinal Pupil Achievement data System (CALPADS) | 98.9% | | | 98.9% | [Insert current difference from baseline here] |
| | b.Pupil expulsion rates | 0% | | | 0% | [Insert current difference from baseline here] |

| | | | | | | |
|--|--|--|--|--|-------------|---|
| <p>c.Other local measures, including surveys of students, parents, and teachers on the sense of safety and connectedness</p> <p>Source: Blue Ridge Academy Climate Survey</p> <p>Educational Partners Engagement: Source: Blue Ridge Academy Climate Survey</p> <p>2023-24 Parents Responses</p> | <p>Blue Ridge Academy Climate Survey</p> | <p>(2022-2023) 907 total</p> <p>(2023-2024) 1137</p> | | | <p>1500</p> | <p>[Insert current difference from baseline here]</p> |
| <p>Student Responses</p> | <p>Blue Ridge Academy Climate Survey</p> | <p>(2022-2023) 418 total</p> <p>(2023-2024) 390</p> | | | <p>500</p> | <p>[Insert current difference from baseline here]</p> |
| <p>Staff Responses</p> | <p>Blue Ridge Academy Climate Survey</p> | <p>(2022-2023) 431 total</p> <p>(2023-2024) 456 total (100%)</p> | | | <p>100%</p> | |

| | | | | | | |
|-------------------|-----------------------------------|---------------------------|--|--|------|--|
| Overall Responses | Blue Ridge Academy Climate Survey | (2022-2023) 1756 total | | | | [Insert current difference from baseline here] |
| | | (2023-2024) 1983 | | | 2460 | |

Goal Analysis for [2024-25]

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

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

“Not Applicable”

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.

“Not Applicable”

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

“Not Applicable”

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

“Not Applicable”

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 3.1 | Enhance Communication Channels | Enhance communication between school departments and increase interactive communication sessions/channels between educational partners. | \$200,000 | Y |
| 3.2 | Strengthen Partnerships and Engagement | Enhance partnerships by organizing and providing a calendar of events for community functions, field trips, workshops, webinars, parent information sessions, and enrichment activities. Create and invite partners to be involved in advisory committees and groups to include all voices as a part of the educational process throughout the school year. | \$240,000 | Y |

Goal

| Goal 4 | Description | Type of Goal |
|--------|--|--------------|
| Goal 4 | Identify eligible students, build awareness, and increase utilization of current support services for Low-Income, Foster Youth and Homelessness (FYHM), and English Learners (EL). | Broad |

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement: Family Engagement in building awareness, decision-making, and promotion of family participation in the education process for all unduplicated students.

Priority 7: Course Action

Student Achievement: Addresses a course of study where programs and services are developed and provided to English Learners, students with disabilities, foster youth, homelessness, and low-income students.

Priority 8: Pupil Outcomes

Addresses other indicators of student performance in required areas of study; Test scores on the ELCAP, Star 360 and CAASPP, reclassification rates, grading information.

An explanation of why the LEA has developed this goal.

In previous years the needs of HMFY and EL students have been addressed in conjunction with other goals. This year we have added a new goal with all unduplicated students as the main focus, with the addition of including low-income students to clearly identify and address areas of improved and increased services required for these student populations.

Blue Ridge Academy has experienced great success in building awareness of the services provided within the Student Services department such as academic interventions for struggling students and mental health supports that are available for all students. This goal has been developed so that Blue Ridge Academy can expand awareness of the supports available for HMFY, EL and Low-income students using a similar approach.

It is our hope that increased awareness of the available supports will lead to greater utilization of those resources which include, Positive action Social Emotional Learning Curriculum, EL classes with a writing component, and Community resources lists.

With this goal, we plan to continue the work that has been started and improve the effectiveness of the implementation for all unduplicated students, to include low income students by creating an awareness of these programs and resources with all of our stakeholder groups, with an emphasis on making sure that all teachers are aware of which students qualify, what resources are available for them and how to access those resources and services within the Student Services department.

Currently, in the 2023 -24 school year, as of 03/01/2024, 62% of our English Learners attend live synchronous English language sessions regularly. This is a 12% attendance increase from the previous school year. Blue Ridge Academy intends to continue building awareness to increase the utilization of our English language support services and instruction which places a strong focus on increasing attendance in our live synchronous instruction classes. In addition, by increasing student attendance, students can build their peer-to-peer and student-to-teacher interactions to foster their English language development and in turn, increase the school's reclassification rates. These interactions also provide a safe environment allowing the students to practice their language skills and support them socially and emotionally. The English Learner Coordinator plans to maintain and increase attendance by continuing to offer makeup sessions, provide multi-grade-level sessions, and communicate the importance of these sessions to families and staff. Currently, in the 23/24 school year, the EL live synchronous instruction classes have now been made mandatory requiring all students to attend.

Currently, 42% (24 students) of our English Learner population is classified as Long-Term English Learners (LTELs). In addition, Blue Ridge Academy English Learner population reclassification rates for English Learners to Fluent English Proficient dropped from 35% in the 2021-22 school year to 19% in the 2022-23 school year. That is a 16% drop from the previous year. Upon conducting analysis to determine the decrease in percentage from the previous year, the school identified that the Written Language domain is an area of need as 6% of the English Learners earned a score of 4 in the Written Language domain during the 22-23 school year. Even though 42% of Blue Ridge Academy English learners made progress towards English language proficiency in 22-23, Blue Ridge has implemented an extra weekly writing session for students in grades 3-12 for the 23-24 school year. These writing sessions also increase support to those students who are LTELs or are in jeopardy of becoming LTELs.

Individual Counseling Referrals submitted as of May 10th, 2024 was a total 142, of which unduplicated students included 6 EL students, 15 Homeless students 15, 0 Foster students, and 62 Low income students.

Grouped together, all of the actions for this goal, which include professional development, ELD curriculum, SEL referrals, EL support classes, and low-income tier 2 support, will help to achieve our goal of increased awareness and utilization of currently available supports to unduplicated students. The metrics will aid us in identifying students who qualify for these supports and providing critical information on how

to access them. Equitable access to these supports is crucial to closing the achievement gaps revealed by the data we collect on course pass rates, CAASPP scores, Star 360 scores, graduation rates, EL reclassification, and SEL referrals.

Measuring and Reporting Results

| Metric # | Metric 2024-2025 | Baseline 2024-2025 | Year 1 Outcome 2025-2026 | Year 2 Outcome 2026-2027 | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--------------------------------------|---|-----------------------------|-----------------------------|------------------------------------|--|
| EL Attendance Source: School Tier 2 data tracker Action 4.1 | School Tier 2 data tracker | 62% 46/74 students | | | 72% | [Insert current difference from baseline here] |
| 4F.Reclassification Rates Source: ELPAC scores Action 4.2 | ELPAC scores | 2022-23 19% 14/72 students 2023-24 Dashboard data not yet available | | | 29% | [Insert current difference from baseline here] |
| Low Income Math progress monitoring rate Source:Star360 Benchmark data (Renaissance) Action 4.1 | Star360 Benchmark data (Renaissance) | Fall 2023 only ELA 82% Math 69% Reading 68% Spring 2024 data is not yet available | | | ELA 92% Math 79% Reading 78% | [Insert current difference from baseline here] |
| Low Income Attendance rate for SEL Positive Action program Source: MTSS pre & post data Action 4.1 | MTSS pre & post data | 24 students | | | 30 students | [Insert current difference from baseline here] |

| | | | | | | |
|--|---|---|--|--|--|---|
| <p>EL/LTEL - ELA progress monitoring rate for reading and writing</p> <p>Source:Star360 Benchmark data (Renaissance)</p> <p>Action 4.1</p> <p>Action 4.2</p> | <p>Star360 Benchmark data (Renaissance)</p> | <p>Fall 2023 only</p> <p>Early Literacy 75%</p> <p>Math 45%</p> <p>Reading 23%</p> <p>Spring 2024 data is not yet available</p> | | | <p>Early Literacy 85%</p> <p>Math 55%</p> <p>Reading 33%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>EL - Tier 2 Intervention Math class attendance rate</p> <p>Source:Star360 Benchmark data (Renaissance)</p> <p>Action 4.1</p> | <p>Star360 Benchmark data (Renaissance)</p> | <p>1 enrolled</p> | | | <p>1%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>SWD ELA progress monitoring rate</p> <p>Source:Star360 Benchmark data (Renaissance)</p> | <p>Star360 Benchmark data (Renaissance)</p> | <p>Fall 2023 only</p> <p>Early Literacy 61%</p> <p>Math 44%</p> <p>Reading 43%</p> <p>Spring 2024 data is not yet available</p> | | | <p>Early Literacy 71%</p> <p>Math 54%</p> <p>Reading 53%</p> | <p>[Insert current difference from baseline here]</p> |
| <p>Priority 3: Parental Involvement & Engagement</p> <p>Source: Blue Ridge Academy Climate Survey 2023-24</p> <p>Parent Responses</p> | <p>Blue Ridge Academy Climate Survey</p> | <p>(2022-2023)</p> <p>907 total</p> <p>(2023-2024)</p> <p>1137</p> | | | <p>1500</p> | |

| | | | | | | |
|-------------------|-----------------------------------|--|--|--|------|--|
| Student Responses | Blue Ridge Academy Climate Survey | (2022-2023) 418 total (2023-2024) 390 | | | 500 | |
| Staff Responses | Blue Ridge Academy Climate Survey | (2022-2023) 431 total (2023-2024) 456 total | | | 100% | |
| Overall Responses | Blue Ridge Academy Climate Survey | (2022-2023) 1756 total (2023-2024) 1983 | | | 2460 | |

Goal Analysis for [2024-25]

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

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

“Not Applicable”

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.

“Not Applicable”

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

“Not Applicable”

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

“Not Applicable”

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 4.1 | Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school | Develop systems and training to increase awareness of the available supports for FYHM, EL, and Low Income students within the school for the utilization of the resources. See goal 4 metric | \$400,000 | Y |
| 4.2 | ELD curriculum | Adopt and implement a research-based and standards-aligned curriculum TK-12th ELD Curriculum_to increase language acquisition and LTELs. See goal 4 metric | \$120,000 | Y |
| 4.3 | Increase SEL Positive Action referrals | Increase awareness of the SEL Positive Action group offering to all students with an increased percentage of referrals from low income. See goal 4 metric | \$20,000 | Y |
| 4.4 | Increase EL Support Classes | Adding additional writing support classes to increase English language proficiency progress, attendance, and language acquisition to further support LTELs. See goal 4 metric | \$30,000 | Y |
| 4.5 | Low Income Tier 2 Support | Develop a data driven system to monitor the progress and needs of tier 2 intervention enrolled socioeconomically disadvantaged students in the area of math to better address and monitor the needs in the area of math performance. See goal 4 metric | \$175,000 | Y |

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

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$6,021,565 | \$0 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 8.426% | 0.00% | \$0.00 | 100.00% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being

provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action #s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|----------------------------|---|---|---|
| <p>Goal 1 Action 1</p> | <p>According to the CA Dashboard statewide assessment data, our LEA-wide student performance range fell within the low range, 'orange'. indicating that our students are below the standard expectation in the areas of ELA and Mathematics.</p> <p>In 2023, English Learners performed in the Very Low (Red) level for both subjects in SBAC English Language Arts and Mathematics assessments. Socioeconomically Disadvantaged students scored in the Low (Orange) level for the 2023 SBAC English Language Arts and in the Very Low (Red) level for Mathematics assessments. Students with Disabilities scored in the Very Low (Red) level for the 2023 SBAC English Language Arts and in the Low (Orange) level for Mathematics assessments.</p> <p>Through the school's climate survey, DELAC, and LCAP Parent and Student Advisory Group meetings, we learned that more families and students would like increased school training to focus on enhancing student achievement, monitoring progress, and implementing best practices and strategies to increase outcomes for all students including students with disabilities and unduplicated students.</p> | <p>Blue Ridge is focused on using a data-driven approach toward increasing Math and English Language Arts proficiency scores for summative and formative assessments. This action is an approach primarily focused to help identify areas of improvement and specific learning gaps, as well as identify trends of learning for all students. In addition, target the additional instructional support and programs that will further benefit struggling EL, Foster Youth, Homeless, and Socioeconomically disadvantaged students.</p> <p>This goal is provided on an LEA-wide basis to educate, build awareness, and train teachers and learning coaches on the effective academic and instructional best practices in the areas of ELA and Mathematics.</p> | <p>-We will monitor the percentage of English learner pupils who make progress toward English Proficiency; or any subsequent assessment of English proficiency,</p> <p>-Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.</p> |

| | | | |
|----------------------------|---|---|--|
| <p>Goal 1 Action 3</p> | <p>According to the CA Dashboard statewide assessment data, our LEA-wide student performance range fell within the low range, 'orange'. indicating that our students are below the standard expectation in the areas of ELA and Mathematics.</p> <p>In 2023, English Learners performed in the Very Low (Red) level for both subjects in SBAC English Language Arts and Mathematics assessments. Socioeconomically Disadvantaged students scored in the Low (Orange) level for the 2023 SBAC English Language Arts and in the Very Low (Red) level for Mathematics assessments. Students with Disabilities scored in the Very Low (Red) level for the 2023 SBAC English Language Arts and in the Low (Orange) level for Mathematics assessments.</p> <p>Through the school's climate survey, DELAC, and LCAP Parent and Student Advisory Group meetings, we learned that more families and students would like increased school training to focus on enhancing student achievement, monitoring progress, and implementing best practices and strategies to increase outcomes for all students including students with disabilities and unduplicated students.</p> | <p>Our school plans to Enhance student instruction and tutoring by increasing student participation with Content Specialist office hours, utilizing vendor services for enrichment, tutoring, yearly subscription accounts, subscriptions and 'Amazon Bookshelf'.</p> <p>We plan to have teachers continue to share student instructional strategies and tutoring opportunities with their families and support them with accessing their student email address to stay in touch with school information via email, phone calls, and at in person meetings. SWD high school students will also continue to receive additional support through the 'Online Resource Room' for academic support beyond their IEP Specialized Academic Instructional time.</p> <p>Our actions include providing access to tier 2 interventions for struggling EL, LTELs, Foster Youth, Homeless, and Low Income students. Using the data during progress monitoring periods, identify if additional expenditures will be required to further support the unduplicated student population.</p> <p>These actions are provided on an LEA-wide basis because all our students will benefit from the provision of targeted instruction to address identified learning gaps.</p> | <p>-We will monitor the implementation of the academic content and performance standards adopted by the state board for all unduplicated students through teacher-led Learning Periods and tier 2 intervention data.</p> |
|----------------------------|---|---|--|

Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| Goal 4 Action1 | <p>In previous years the needs of HMFY and EL students have been addressed in conjunction with other goals. This year we have added a new goal with all unduplicated students as the main focus, with the addition of including low-income students to clearly identify and address areas of improved and increased services required for these student populations.</p> <p>Blue Ridge Academy has experienced great success in building awareness of the services provided within the Student Services department such as academic interventions for struggling students and mental health supports that are available for all students. This goal has been developed so that Blue Ridge Academy can expand awareness of the support available for HMFY, EL and Low-income students using a similar approach.</p> <p>We believe that increased awareness of the available supports will lead to greater utilization of those resources. Through the school's climate survey, DELAC, and LCAP Parent and Student Advisory Group meetings, we learned that more parents and teachers would like knowledge of more resources and access for unduplicated students who are struggling academically.</p> | <p>This action is designed to address this need by developing training systems for teachers and parents to increase the awareness of the available supports for FYHM, EL, and Low Income students within the school for the utilization of the resources.</p> | <p>We will monitor progress in increasing Mathematics scores for socioeconomically disadvantaged students (Low Income) using Tier 2 interventions.</p> <p>(Goal 4, metric #3)</p> |

| | | | |
|----------------------------|---|---|---|
| <p>Goal 4 Action 2</p> | <p>Blue Ridge Academy has experienced great success in building awareness of the services provided within the Student Services department such as academic interventions for struggling students and mental health supports that are available for all students. This goal has been developed so that Blue Ridge Academy can expand awareness of the support available for HMFY, EL and Low-income students using a similar approach.</p> <p>We believe that increased awareness of the available supports will lead to greater utilization of those resources. Through the school's climate survey, DELAC, and LCAP Parent and Student Advisory Group meetings, we learned that more parents and teachers would like knowledge of more resources and access for unduplicated students who are struggling academically.</p> | <p>This action is designed to address this need by enhancing student achievement, monitoring progress, and implementing best practices and strategies to increase outcomes for all students.</p> <p>We plan to adopt and implement a research-based and standards-aligned curriculum TK-12th ELD Curriculum to increase language acquisition and LTELs.</p> | <p>We will monitor progress by ensuring all EL students have access to targeted ELD curriculum and monitoring progress using EL interventions.</p> <p>(Goal 4, metric #5)</p> |
| <p>Goal 4 Action 3</p> | <p>This goal has been developed so that Blue Ridge Academy can expand awareness of the support available for HMFY, EL and Low-income students using a similar approach.</p> <p>We believe that increased awareness of the available supports will lead to greater utilization of those resources. Through the school's climate survey, DELAC, and LCAP Parent and Student Advisory Group meetings, we learned that more parents and teachers would like knowledge of more resources and access for unduplicated students who are struggling academically.</p> | <p>This action is designed to address this need by increasing awareness of the SEL Positive Action group offered to all students with a desired goal to increase the percentage of referrals from our Low Income students.</p> | <p>We will monitor the attendance rate of Low Income students referred to the SEL Positive Action program.</p> <p>(Goal 4, metric #4)</p> |

| | | | |
|----------------------------|---|---|---|
| <p>Goal 4 Action 4</p> | <p>This goal has been developed so that Blue Ridge Academy can expand awareness of the support available for HMFY, EL and Low-income students using a similar approach.</p> <p>We believe that increased awareness of the available supports will lead to greater utilization of those resources. Through the school's DELAC and LCAP Parent and Student Advisory Group meetings, we learned that more parents and teachers would like additional support provided to EL students in the area of writing.</p> | <p>Adding additional writing support classes to increase English language proficiency progress, attendance, and language acquisition to further support LTELs.</p> | <p>We will monitor progress made by EL and LTEL students specifically on reading and writing testing areas based on the increased class additions.</p> <p>(Goal 4, metric #5)</p> |
| <p>Goal 4 Action 5</p> | <p>This goal has been developed so that Blue Ridge Academy can expand awareness of the support available for HMFY, EL and Low-income students using a similar approach.</p> <p>We believe that increased awareness of the available supports will lead to greater utilization of those resources. Through the school's climate survey, DELAC, and LCAP Parent and Student Advisory Group meetings, we learned that more parents and teachers would like knowledge of more resources and access for unduplicated students who are struggling academically.</p> | <p>Develop a data driven system to monitor the progress and needs of tier 2 intervention enrolled socioeconomically disadvantaged students in the area of math to better address and monitor the needs in the area of math performance.</p> | <p>We will monitor progress using a data driven approach of low income students within the tier 2 Math intervention classes.</p> <p>(Goal 4, metric #3)</p> |

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

| 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 | 70.31:1 | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | 18.97:1 | N/A |

23-24 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 7,056,508.00 | \$ 10,701,708.44 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1 | Professional Development student achievement & resources | Yes | \$ 521,568 | \$ 60,000 |
| 1 | 2 | Parent Resources | Yes | \$ 1,094,536 | \$ 63,206 |
| 1 | 3 | Equitable Access | Yes | \$ 2,164,232 | \$ 3,694,359 |
| 1 | 4 | Content Specialist Expansion | Yes | \$ 259,542 | \$ 850,192 |
| 1 | 5 | Teacher Credential Programs | Yes | \$ 22,460 | \$ 46,488 |
| 2 | 1 | Professional Development - Provision to student supprt through MTSS | Yes | \$ 459,703 | \$ 179,007 |
| 2 | 2 | Administration of diagnostic assessments | Yes | \$ 307,501 | \$ 120,000 |
| 2 | 3 | Provision of targeted support to meet proficiency | Yes | \$ 276,919 | \$ 1,278,800 |
| 2 | 4 | Targeted focus for SWD EL FY and LI students | Yes | \$ 390,397 | \$ 2,146,673 |
| 3 | 1 | CTE Pathways & College & Career Readiness Professional Development | Yes | \$ 381,980 | \$ 109,274 |
| 3 | 2 | Using CAASPP & Star 360 Data to guide academic support | Yes | \$ 339,885 | \$ 1,208,000 |
| 3 | 3 | Professional Development - English Learner & Social Emotional Learning | Yes | \$ 167,233 | \$ 69,208 |
| 3 | 4 | Students with Disabilities Certificate of Completion | Yes | \$ 283,379 | \$ 395,150 |
| 4 | 1 | Family Engagement | Yes | \$ 133,962 | \$ 31,850 |
| 4 | 2 | Translation Support | Yes | \$ 4,704 | \$ 9,000 |
| 4 | 3 | Stakeholder Training | Yes | \$ 248,507 | \$ 440,500 |
| | | | | \$- | \$- |
| | | | | \$- | \$- |

23-24 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 5,821,702 | \$ 8,495,587 | \$ 8,591,927 | \$ (96,340) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|--|--|---|---|---|
| 1 | 1 | Professional Development student achievement & resources | Yes | \$ 60,000 | \$ 521,567.79 | 0.00% | 0.00% |
| 1 | 2 | Parent Resources | Yes | \$ 63,206 | \$ 1,094,535.51 | 0.00% | 0.00% |
| 1 | 3 | Equitable Access | Yes | \$ 3,694,359 | \$ 2,143,210.39 | 0.00% | 0.00% |
| 1 | 4 | Content Specialist Expansion | Yes | \$ 850,192 | \$ 261,603.79 | 0.00% | 0.00% |
| 1 | 5 | Teacher Credential Programs | Yes | \$ 46,488 | \$ 22,460.00 | 0.00% | 0.00% |
| 2 | 1 | Professional Development - Provision to student supprt through MTSS | Yes | \$ 79,007 | \$ 459,702.69 | 0.00% | 0.00% |
| 2 | 2 | Administration of diagnostic assessments | Yes | \$ 12,000 | \$ 153,633.43 | 0.00% | 0.00% |
| 2 | 3 | Provision of targeted support to meet proficiency | Yes | \$ 1,008,800 | \$ 934,305.00 | 0.00% | 0.00% |
| 2 | 4 | Targeted focus for SWD EL FY and LI students | Yes | \$ 1,713,073 | \$ 936,952.76 | 0.00% | 0.00% |
| 3 | 1 | CTE Pathways & College & Career Readiness Professional Development | Yes | \$ 109,274 | \$ 381,538.25 | 0.00% | 0.00% |
| 3 | 2 | Using CAASPP & Star 360 Data to guide academic support | Yes | \$ 508,000 | \$ 339,724.40 | 0.00% | 0.00% |
| 3 | 3 | Professional Development - English Learner & Social Emotional Learning | Yes | \$ 69,208 | \$ 22,379.03 | 0.00% | 0.00% |
| 3 | 4 | Students with Disabilities Certificate of Completion | Yes | \$ 225,150 | \$ 680,110.53 | 0.00% | 0.00% |
| 4 | 1 | Family Engagement | Yes | \$ 11,830 | \$ 133,780.46 | 0.00% | 0.00% |
| 4 | 2 | Translation Support | Yes | \$ 4,500 | \$ 9,408.60 | 0.00% | 0.00% |
| 4 | 3 | Stakeholder Training | Yes | \$ 40,500 | \$ 497,014.44 | 0.00% | 0.00% |
| | | | | \$- | \$- | 0.00% | 0.00% |

23-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 71,465,662 | \$ 5,821,702 | 0.00% | 8.15% | \$ 8,591,927 | 0.00% | 12.02% | \$0.00 - No Carryover | 0.00% - No Carryover |

24-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 71,465,662 | \$ 6,021,565 | 8.426% | 0.000% | 8.426% | \$ 6,021,616 | 0.000% | 8.426% | Total: | \$ 6,021,616 |
| | | | | | | | | LEA-wide Total: | \$ - |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ 6,021,616 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|---|---|------------|-----------------------------------|----------|--|---|
| 1 | 1 | Professional Development | Yes | Schoolwide | All | LEA | \$ 500,000 | 0.000% |
| 1 | 2 | Parent Education and Resources | Yes | Schoolwide | All | LEA | \$ 400,000 | 0.000% |
| 1 | 3 | Student Instruction & Tutoring | Yes | Schoolwide | English Learners and Foster Youth | LEA | \$ 3,200,000 | 0.000% |
| 1 | 4 | Student Recognition | Yes | Schoolwide | All | LEA | \$ 36,616 | 0.000% |
| 2 | 1 | Professional development specific to Progre | Yes | Schoolwide | All | LEA | \$ 300,000 | 0.000% |
| 2 | 2 | Professional development: Bridging Middle | Yes | Schoolwide | All | LEA | \$ 200,000 | 0.000% |
| 2 | 3 | Counselor Support professional developmen | Yes | Schoolwide | All | LEA | \$ 200,000 | 0.000% |
| 3 | 1 | Enhance Communication Channels | Yes | Schoolwide | All | LEA | \$ 200,000 | 0.000% |
| 3 | 2 | Strengthen Partnerships and Engagement | Yes | Schoolwide | All | LEA | \$ 240,000 | 0.000% |
| 4 | 1 | Professional Development: Increase service | Yes | Schoolwide | English Learners and Low-Income | LEA | \$ 400,000 | 0.000% |
| 4 | 2 | ELD curriculum | Yes | Schoolwide | English Learners | LEA | \$ 120,000 | 0.000% |
| 4 | 3 | Increase SEL Positive Action referrals | Yes | Schoolwide | All | LEA | \$ 20,000 | 0.000% |
| 4 | 4 | Increase EL Support Classes | Yes | Schoolwide | English Learners | LEA | \$ 30,000 | 0.000% |
| 4 | 5 | Low Income Tier 2 Support | Yes | Schoolwide | Foster Youth and Low-Income | LEA | \$ 175,000 | 0.000% |
| | | | | | | | \$- | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - o 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.
 - o Indicate the school year to which the baseline data applies.
 - o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

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

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.

- 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.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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)**

- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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