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 Sheet

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:	2025-2026
Current School Year:	2024-2025

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

Projected General Fund Revenue for the 2025-2026 School Year	**Amount**
Total LCFF funds	$ 86,216,912
LCFF supplemental & concentration grants	$ 6,393,727
All other state funds	$ 13,727,218
All local funds	$ -
All federal funds	$ 1,155,596
Total Projected Revenue	$ 101,099,726

Total Budgeted Expenditures for the 2025-2026 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 98,501,537
Total Budgeted Expenditures in the LCAP	$ 9,016,988
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 9,016,988
Expenditures not in the LCAP	$ 89,484,549

Expenditures for High Needs Students in the 2024-2025 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 6,916,839
Actual Expenditures for High Needs Students in LCAP	$ 7,785,475

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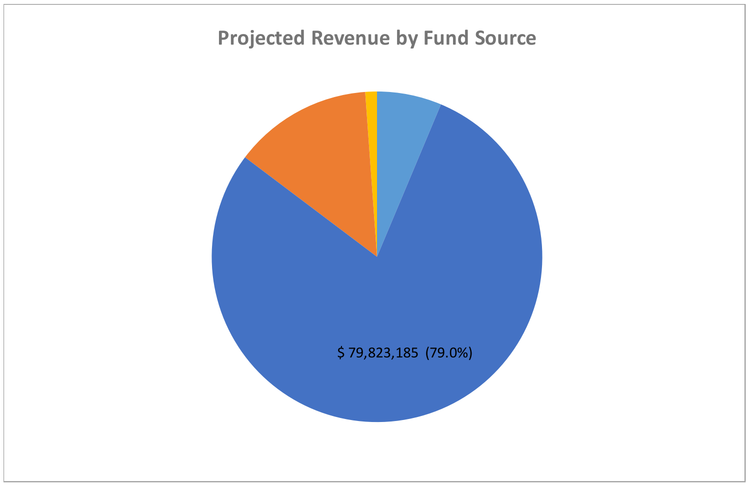
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

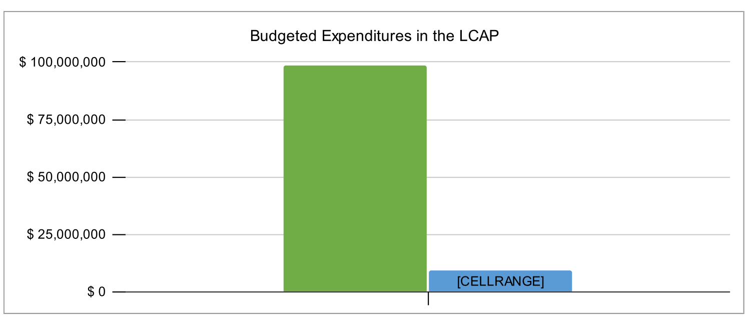
Budget Overview for the 2025-2026 School Year



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 $101,099,726.00, of which $86,216,912.00 is Local Control Funding Formula (LCFF), $13,727,218.00 is other state funds, $0.00 is local funds, and $1,155,596.00 is federal funds. Of the $86,216,912.00 in LCFF Funds, $6,393,727.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

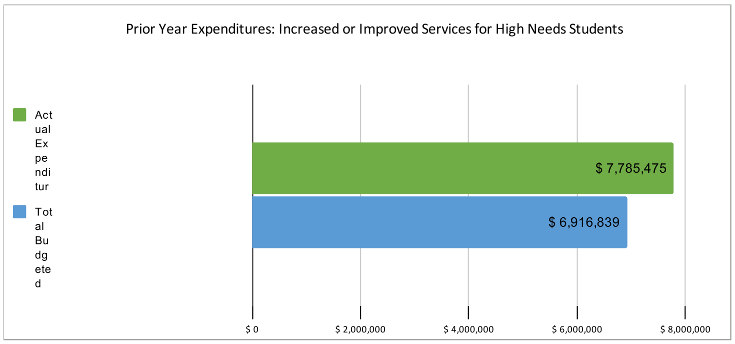
The text description of the above chart is as follows: Blue Ridge Academy plans to spend $98,501,537.00 for the 2025-2026 school year. Of that amount, $9,016,988.00 is tied to actions/services in the LCAP and $89,484,549.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Blue Ridge Academy is projecting it will receive $6,393,727.00 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 $9,016,988.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-2025



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 2024-2025, Blue Ridge Academy's LCAP budgeted $6,916,839.00 for planned actions to increase or improve services for high needs students. Blue Ridge Academy actually spent $7,785,475.00 for actions to increase or improve services for high needs students in 2024-2025.

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.

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 2025-26

General Information

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

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 continues to grow in enrollment over the past year to approximately 7668 students. Currently we have 504 employees: 288 certified teachers and 216 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. At Blue Ridge Academy, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

Blue Ridge Academy’s staff continue to work diligently to develop and adopt various programs and services to effectively and efficiently support our students. We have placed emphasis 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 team effort with all educational partners and regularly examining student performance data to regularly examine student performance data to inform instruction, guide interventions, and celebrate growth. Through this collaborative and data-driven approach, Blue Ridge Academy remains committed to fostering an equitable learning environment where every student has the opportunity to thrive academically, socially, and emotionally.

Grade Level Breakdown:

School Enrollment 2024-2025	
Grade Level	**Totals**
TK	377
KN	683
1	711
2	701
3	730
4	697
5	683
6	691
7	604
8	577
9	264
10	242
11	223
12	199
Total	7382

Diverse Student Population:

School Demographics 2024-2025		
Student Groups		
English Learners	78	1.06%
Foster Youth	1	0.01%
Homeless	18	0.24%
Socio-Economically Disadvantaged	2946	39.91%
Students with Disabilities	660	8.94%
Race/Ethnicity		
African American	327	4.43%
American Indian	15	0.20%
Asian	408	5.53%
Filipino	114	1.54%
Hispanic	2861	38.76%
Two or More Races	636	8.62%
Pacific Islander	24	0.33%
White	2820	38.20%
Decline to State	177	2.40%

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 46.64% in ELA and 29.18% in Mathematics. Students scoring below standards in ELA were 53.36% and in Mathematics were 70.82% below. English language learner student scores are as follows; met or exceeded standards in ELA 7.89%, and met or exceeded standards in Mathematics 5.26%.

For the 2023-2024 school year, Blue Ridge had a 0.1% chronic absenteeism rate. The data indicates that Blue Ridge has increased attendance rates since the 2021-22 school year. The graduation rate for the 2023-2024 school year was 91.36%, which is a 6.76% increase from the previous year. The suspension rate has consistently remained at 0% for the 2023-2024 school year. Upon analyzing specific student population progress, we identified that the English Learner progress has increased 9.2% to 58.2% progress and went from orange in 2022-23 to green in 2023-24.

In the area of English Language Arts, the school increased by 5.3 points which was 31.5 points below the standard and went from orange in 2022-23 to yellow in 2023-24. Further breakdown by student subgroups shows ‘English Learners’ increased by 28.3 points at 58.6 points below standard and went from red in 2022-23 to yellow in 2023-24 and ‘Students with Disabilities' increased by 18.3 points at 101.6 points below standard and went from red in 2022-23 to orange in 2023-24. Subgroups scoring in the orange range within the Dashboard were ‘White maintained 2 points with 33.2 points below standard and remained in the orange, ‘Hispanic’ maintained 0.3 points at 47.1 points below standard and remained in the orange, and ‘Students with Disabilities increased 18.3 points at 101.6 points below standard and went from red in 2022-23 to orange in 2023-24. Groups with Two or More Races maintained -1 points at 1.5 points below standard and went from green in 2022-23 to yellow in 2023-24.

In Mathematics, the school increased to 4.7 points which shows 73.5 points below the standard and went from orange 2022-23 to yellow in 2023-24. Further breakdown by student subgroups shows ‘English Learners’ increased 22.1 points at 89.1 points below standard and went from red in 2022-23 to yellow in 2023-24 and ‘Students with Disabilities’ increased 13.4 points at 144.1 points below standards and remained in the orange. Subgroups scoring in the orange were ‘Two or More Races’ which declined 8.5 points at 47.9 points below standard and went from yellow in 2022-23 to orange in 2023-24, and ‘Students with Disabilities’ increased 13.4 points at 144.1 points below standard and remained in the orange. Groups with Two or More Races declined 8.5 points at 47.9 points below standard and went from yellow in 2022-23 to orange in 2023-24.

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.

Star360 Data

Blue Ridge Academy utilizes Renaissance Star 360 as a key benchmark assessment tool. All students in grades TK–11 participate in these assessments twice annually, once in the fall (within two weeks of enrollment) and again in the spring. The data collected is used to monitor academic growth and identify areas of strength and need across core subjects, including Reading, Math, and Early Literacy.

Overall Student Performance (TK–11):

• Reading: Decreased by 2%, from 81% at or above standards in Fall 2024 to 79% in Spring 2025.

• Math: Decreased by 5%, from 75% at or above standards in Fall 2024 to 70% in Spring 2025.

• Early Literacy: Decreased by 10%, from 87% at or above expectations in Fall 2024 to 77% in Spring 2025.

English Learner (EL) Student Performance:

• Math: Declined by 6%, from 53% at or above expectations in Fall 2024 to 47% in Spring 2025.

• Reading: Improved slightly by 1%, from 44% in Fall 2024 to 45% in Spring 2025.

The data indicates a slight overall decline in performance across subject areas, with the most significant drop noted in Early Literacy. Math performance also showed a notable decrease. The English Learner subgroup shows mixed results, with a slight improvement in Reading but a decline in Math. These trends will inform targeted interventions, instructional planning, and resource allocation in the coming year, particularly in Math and Early Literacy.

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 LCAP goal areas to address student achievement:

↻ Pivot Data by StudentGroups

Student Group Report for 2023

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	--

N/A: Not Applicable

-- : No Performance Level

↻ Pivot Data by StudentGroups

Student Group Report for 2024

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

English Learners

In 2024, English Learners demonstrated improvement, achieving performance in the Medium (Yellow) band for both English Language Arts and Mathematics on the SBAC assessments. We actively monitor student progress using assessment data, tracking of attendance, and engagement in live synchronous English language development sessions. Blue Ridge Academy also adheres to state compliance requirements by monitoring the academic progress of reclassified students for four years. If a reclassified student begins performing below grade level, targeted intervention strategies are implemented to support continued English language proficiency and academic success.

Socioeconomically Disadvantaged Students
Socioeconomically Disadvantaged students also showed improvement in 2024, scoring in the Medium (Yellow) band on both SBAC English Language Arts and Mathematics assessments. Students from low-income households may encounter barriers that affect their academic performance. As a non-classroom-based independent study charter school, Blue Ridge Academy does not offer a traditional school lunch program. However, the school collects household income data through an alternative form used to inform budget planning and allocate resources that support students in need. Additionally, Blue Ridge ensures that socioeconomically disadvantaged students have access to academic resources outside of the home, helping to remove obstacles to learning and promote equity.

Students with Disabilities
Students with Disabilities performed in the Low (Orange) performance band on the 2024 SBAC English Language Arts and Mathematics assessments. These students may face learning challenges related to their individual disabilities. The Special Education and Student Services department works in close partnership with General Education staff throughout the year to monitor student progress in alignment with each student's Individualized Education Program (IEP) goals. Students receive a range of services, including Specialized Academic Instruction (SAI), both online and in-person support, and related services as outlined in their IEPs. To support assessment readiness, students receive individualized assistance, including 1:1 accommodations during statewide testing such as the SBAC and the California Alternate Assessment (CAA) for students with moderate to severe disabilities. The testing team ensures accommodations and modifications are pulled from the School Information System (SIS) and implemented accordingly. Additionally, STAR 360 benchmark data is reviewed regularly by both the Homeschool Teacher (HST) and the Case Manager during IEP meetings and throughout the academic year. These educators also monitor student growth in reading and math skills, as well as IEP goal progress, accommodations usage, and participation in SAI and other special education services.

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

Use of Learning Recovery Emergency Block Grant (LREBG) Funds

Blue Ridge Academy has identified that it will have unexpended LREBG funds for the 2025–26 school year. In accordance with EC Section 52064.4, the following actions are designated to be funded, either wholly or in part, using LREBG resources:

Goals and Actions Funded with LREBG Funds:

- Goal 1 – Action 1.3: Student Instruction and Tutoring
- Goal 4 – Action 4.5: Low-Income Tier 2 Support (Math Intervention)

Rationale and Alignment with Allowable Uses:

These actions were selected due to their alignment with the permissible uses outlined in EC Section 32526(c)(2), including:

- Accelerated learning strategies
- Tutoring or other one-on-one or small-group learning supports
- Learning supports provided by certificated or classified staff

Goal 1, Action 1.3 (Student Instruction and Tutoring) expands access to instructional support for all students, with emphasis on Students with Disabilities (SWD), English Learners (EL), Foster Youth, Homeless, and Low-Income students. The action includes office hours, vendor-based tutoring, and targeted supports through the Online Resource Room.

Goal 4, Action 4.5 (Low-Income Tier 2 Math Support) was developed to close math achievement gaps identified through local STAR 360 benchmark assessments and CAASPP data. This action includes implementation of Math 180, a research-based Tier 2 intervention, and fidelity-based formative assessments to ensure progress monitoring. The rationale is grounded in the needs assessment required by EC Section 32526(d), which found that socioeconomically disadvantaged students are disproportionately impacted by learning loss and require targeted instructional interventions to address foundational math skill gaps.

Expected Impact Based on Needs Assessment:

Both actions were selected in direct response to identified academic achievement gaps across multiple student groups. For example:

- Math CAASPP proficiency among Low-Income students was 21.81% in 2023–24.
- SWD and ELs remain in the Orange and Yellow performance bands, respectively, for Math and ELA.

Through the use of LREBG funds, Blue Ridge Academy expects to:

- Increase Tier 2 math intervention participation among Low-Income students

- Improve student engagement and outcomes on local and state assessments
- Promote equity by extending high-quality academic recovery programs to the most impacted student groups

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
Teachers & Other School Personnel	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. This year, a QR code was generated and distributed to staff in order to make the climate survey more easily accessible. The QR code was provided via staff newsletters, presented at all-staff meetings. 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: 10/2/24,11/6/24, 12/18/24, 1/8/25, 1/22/25, 2/5/25, 2/19/25, 3/5/25, 3/29/25, 4/9/25, 4/23/25, 5/7/25, 5/21/25, 6/4/25, 6/18/25, in addition to the advisory group dates included. Staff was encouraged to attend the Educational Partners presentation on 1/22/25. 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. 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: 9/17/24, 11/5/24, 1/14/25, and 4/22/25. Certificated DELAC members presented at the following public meeting dates: 9/24/24, 11/12/24, 1/21/25, and 4/29/25.
Principal & Administrators	The principal and administrative team were actively engaged in the development of the 2025–26 LCAP through planning meetings, data reviews, and collaborative action development. Their input helped identify student needs, refine key actions—such as tutoring, counseling, and academic supports—and ensure alignment with Blue Ridge Academy's instructional model. The team reviewed and provided feedback on the draft LCAP to support feasibility and effective implementation.**Needs Assessment Contributions:** This team also provided direct input into the needs assessment by highlighting trends observed through academic progress reports, behavioral referrals, and engagement data.
Students	Climate Surveys were provided at all Community Connection events in the 2024-25 school year as an additional opportunity and task to engage our educational partner. The use of QR codes were set up for ease of access at all events. 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 were encouraged to attend the Educational Partners presentation on 1/22/25. 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 meeting held on 3/12/25.

Parents and/or Learning Coaches	Climate Surveys were provided at all Community Connection and field trip events in the 2024-25 school year as an additional opportunity and task to engage our educational partner. The use of QR codes were set up for ease of access at all events. 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 were encouraged to attend the Educational Partners presentation on 1/22/25. Parents and Learning Coaches also participate as members of the LCAP Advisory group held on 3/12/25. 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: 9/17/24, 11/5/24, 1/14/25, and 4/22/25. Classified DELAC members presented at the following public meeting dates:9/24/24, 11/12/24, 1/21/25, and 4/29/25. The DELAC committee continues to remain an extension of our educational partners in the development and feedback of our school's LCAP.
Board Members	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.
Authorizer/District Superintendent	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.

Insert or delete rows, as necessary.

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

Staff Survey Summary

Staff survey responses revealed several key themes centered around connection, support, and equity. Many staff members expressed a strong desire for more meaningful in-person collaboration time, both among colleagues and for middle and high school students. There was also a clear interest in having more structured, non-self-initiated professional development opportunities. Staff emphasized the importance of parent education, orientation, and holding families accountable. Additionally, there were concerns about equitable distribution of general education students across HST rosters, particularly in relation to grade levels, special education, and high school assignments. Despite a few inconsistent concerns, the Likert scale data showed that most staff feel positively about their work environment, with 60 to 90 percent of respondents selecting "Agree" or "Strongly Agree" for most items.

Parent Survey Summary

Parent feedback echoed some of the same desires seen in the staff responses, especially around providing more in-person opportunities for middle and high school students to build relationships. Families also requested more in-person field trips and access to local vendors. A few parents suggested a more grade-level specific approach from teachers to better tailor support. Similar to the staff survey, Likert scale results indicated strong overall satisfaction, with 60 to 90 percent of parents responding affirmatively to most items.

Student Survey Summary

Student survey responses offered limited qualitative feedback, with most free responses focusing on the desire for more opportunities to connect with same-aged peers. The open-ended data lacked depth or volume to extract broader themes. While the Likert scale questions yielded some helpful data, there were no strong patterns or notable concerns that stood out beyond the recurring desire for more peer interaction.

Overall Summary

Across all stakeholder groups, a consistent theme emerged around the need for deeper in-person connection—especially for middle and high school students. Both staff and parents expressed interest in more intentional and structured opportunities for engagement, growth, and collaboration. Staff also shared a desire for more targeted professional development and greater equity in student distribution. While student responses were more limited, their feedback aligned with the adult voices calling for stronger social connection. Taken together, the data provides a valuable foundation for strengthening support systems, refining program design, and building community across the school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Using a data-driven approach to 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 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]

Broad goal explained:
This goal qualifies as a broad goal because it extends beyond isolated student groups and encompasses system-wide strategies to raise academic achievement and support equity for all learners at Blue Ridge Academy. Goal 1, titled *"Improve Math and ELA Performance Through Data-Driven Instruction,"* is categorized as a broad goal because it encompasses a wide range of actions designed to benefit all students, while still addressing the needs of unduplicated pupils.This is evident in the following ways:

• **Universal Instructional Impact**: The goal focuses on improving core academic performance in **both English Language Arts and Math**—the two primary academic content areas—through strategies that are universally applied across the LEA. These include use of the **Star 360 assessment system**, **state CAASPP assessments**, and **teacher-administered diagnostics** to guide instructional planning for all learners.

• **Systemwide Professional Development**: Actions under this goal provide **training and coaching for all instructional staff**, including training on standards-aligned instruction, formative assessment use, and best practices in differentiation. These initiatives are not restricted to specific subgroups but are intended to uplift the quality of teaching and learning for the entire student body.

• **Widespread Student Access to Supports**: Tutoring and academic interventions are offered **LEA-wide**, including via online platforms and vendor-supported services. Although unduplicated students are prioritized for participation, the infrastructure and availability of these supports are extended to all students based on academic need, ensuring a broad academic recovery and acceleration framework.

• **Multiple Stakeholder Involvement**: Goal 1 also includes **parent education**, **graduation recognition events**, and **resource room access**, which promote school wide engagement and student motivation across various grade levels and learner profiles.

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 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

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 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	Data Not Yet Available		Maintain 100% of teachers appropriately assigned and credentialed	0

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	Data Not Yet Available		Maintain 100% of students to have access to standard aligned instructional material	0
c. Facilities maintained in good repair	Facility documentations	All facilities maintained in good repair	Data Not Yet Available		Maintain all facilities in good repair	0
Priority 4: Student Achievement a. CAASPP: Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP) LREBG Metric Overall	CDE California Assessment of Student Performance and Progress (CAASPP)	24-25 Data not yet available	Data Not Yet Available		ELA 58% Math 40%	0 (Data not yet available)
African American	CDE California Assessment of Student Performance and Progress (CAASPP)	24-25 Data not yet available	Data Not Yet Available		ELA 42% Math 25%	0 (Data not yet available)
Hispanic The Hispanic student subgroup scored in the Very Low (Red) level for Mathematics assessments Action 1.1 & 1.3	CDE California Assessment of Student Performance and Progress (CAASPP)	24-25 Data not yet available	Data Not Yet Available		ELA 52% Math 32%	0 (Data not yet available)
Students with Disabilities	CDE California Assessment of Student Performance and Progress (CAASPP)	24-25 Data not yet available	Data Not Yet Available		ELA 38% Math 27%	0 (Data not yet available)

Foster Youth	CDE California Assessment of Student Performance and Progress (CAASPP)	24-25 Data not yet available	Data Not Yet Available		ELA 66% Math 47%	0 (Data not yet available)
Homeless	CDE California Assessment of Student Performance and Progress (CAASPP)	24-25 Data not yet available	Data Not Yet Available		ELA 10% Math 10%	0 (Data not yet available)
Low Income Socioeconomically Disadvantaged students	CDE California Assessment of Student Performance and Progress (CAASPP)	24-25 Data not yet available	Data Not Yet Available		ELA 47% Math 35%	0 (Data not yet available)
English Learners	CDE California Assessment of Student Performance and Progress (CAASPP)	24-25 Data not yet available	Data Not Yet Available		ELA 16% Math 19%	0 (Data not yet available)
4b. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. Grade: 12 Source: CALPAD	California Longitudinal Pupil Achievement data System (CALPADS)	24-25 Data not yet available	Data Not Yet Available		38%	0 (Data not yet available)
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. Grades: 9-12 Source: CALPADS	California Longitudinal Pupil Achievement data System (CALPADS)	24-25 Data not yet available	Data Not Yet Available		1%	0 (Data not yet available)

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. Grades: 9-12 Source: CALPADS	California Longitudinal Pupil Achievement data System (CALPADS)	24-25 Data not yet available	Data Not Yet Available		1%	0 (Data not yet available)
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. Source: ELPAC through TOMS	ELPAC through TOMS	52.5% making progress (41/78)	Data Not Yet Available		61%	8.5%
4f. English learner reclassification rate Source: ELPAC through TOMS	ELPAC through TOMS	2024-2025 37.9% (30/79)	Data Not Yet Available		48%	10.1%
4g. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Grades: 9-12 Source: CollegeBoard	CollegeBoard	24-25 Data not yet available	Data Not Yet Available		1%	0 (Data not yet available)
4h. College & Career Readiness: Overall Grade: 12 Source: CA Dashboard	CA Dashboard	24-25 Data not yet available	Data Not Yet Available		46%	0 (Data not yet available)

African American	CA Dashboard	24-25 Data not yet available	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	0 (Data not yet available)
Hispanic	CA Dashboard	24-25 Data not yet available	Data Not Yet Available		38%	0 (Data not yet available)
English Learner	CA Dashboard	24-25 Data not yet available	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	0 (Data not yet available)
Foster Youth/Homeless	CA Dashboard	24-25 Data not yet available	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	0 (Data not yet available)
Low Income	CA Dashboard	24-25 Data not yet available	Data Not Yet Available		59%	0 (Data not yet available)
Students with Disabilities	CA Dashboard	24-25 Data not yet available	Data Not Yet Available		7.5%	0 (Data not yet available)
Priority 7: a.Course Access: Students have access and are enrolled in a broad course of study Source: SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	(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	Data Not Yet Available		(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	0
b. Programs and services developed and provided to low income, English learner, and foster youth students	SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	Data Not Yet Available		100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	0
c. Programs and services developed and provided to individuals with exceptional needs	SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	100% of programs and services developed are provided to individuals with exceptional needs	Data Not Yet Available		100% of programs and services developed are provided to individuals with exceptional needs	0
Priority 8: Other Pupil Outcomes Source: LP Meetings	LP Meetings	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	Data Not Yet Available		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	0

Priority 2: a.Implementation of the academic content and performance standards adopted by the state board Source: Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy) LREBG Metric Overall	Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 87% Math 75% Reading 81% Spring 2025 Early Literacy 77% Math 79% Reading 70%	Data Not Yet Available		At/Above Benchmark Early Literacy 92% Math 84% Reading 83%	At/Above Benchmark Fall 2024 Early Literacy 5% Math 9% Reading 2% Spring 2025 Early Literacy 15% Math 5% Reading 13%
Hispanic	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 86% Math 72% Reading 77% Spring 2025 Early Literacy 77% Math 65% Reading 76%	Data Not Yet Available		At/Above Benchmark Early Literacy 92% Math 79% Reading 79%	At/Above Benchmark Fall 2024 Early Literacy 6% Math 7% Reading 2% Spring 2025 Early Literacy 15% Math 14% Reading 3%
African American	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 74% Math 65% Reading 75% Spring 2025 Early Literacy 81% Math 60% Reading 74%	Data Not Yet Available		At/Above Benchmark Early Literacy 91% Math 73% Reading 77%	At/Above Benchmark Fall 2024 Early Literacy 17% Math 8% Reading 2% Spring 2025 Early Literacy 10% Math 13% Reading 3%
Students with Disabilities	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 60% Math 48% Reading 52% Spring 2025 Early Literacy 35% Math 39% Reading 47%	Data Not Yet Available		At/Above Benchmark Early Literacy 71% Math 54% Reading 53%	At/Above Benchmark Fall 2024 Early Literacy 11% Math 6% Reading 1% Spring 2025 Early Literacy 36% Math 15% Reading 6%

English Learners	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 63% Math 54% Reading 45% Spring 2025 Early Literacy 50% Math 47% Reading 45%	Data Not Yet Available		At/Above Benchmark Early Literacy 85% Math 55% Reading 55%	At/Above Benchmark Fall 2024 Early Literacy 22% Math 1% Reading 10% Spring 2025 Early Literacy 35% Math 8% Reading 10%
Foster Youth	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 100% Math 0% Reading 0% Spring 2025 Early Literacy 100% Math 83% Reading 83%	Data Not Yet Available		At/Above Benchmark Early Literacy 66% Math 85% Reading 85%	At/Above Benchmark Fall 2024 Early Literacy 34% Math 85% Reading 85% Spring 2025 Early Literacy 34% Math 2% Reading 2%
Low Income	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 86% Math 68% Reading 76% Spring 2025 Early Literacy 75% Math 64% Reading 76%	Data Not Yet Available		At/Above Benchmark Early Literacy 92% Math 79% Reading 78%	At/Above Benchmark Fall 2024 Early Literacy 6% Math 11% Reading 2% Spring 2025 Early Literacy 17% Math 15% Reading 2%
B. English Language Development -EL Proficiency -RFEP Source: CA Dashboard, CAASPP/ELPAC/ETS	CA Dashboard, CAASPP/ELPAC/ETS	52.5% making progress toward English language proficiency 38.4% RFEP	Data Not Yet Available		59% making progress toward English language proficiency	6.5%

Goal Analysis for [2024-2025]

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.

Professional Development

Successes

1. Improved Accuracy in Reporting:

With continued training provided to staff and increased oversight we have seen fewer errors with progress reports and report cards, indicating that the monthly training sessions are positively impacting HSTs' understanding of school policies and expectations. This improvement reflects the effectiveness of the training in enhancing HSTs' organizational skills and attention to detail.

2. Collaborative Efforts with special education:
The testing team has successfully collaborated with the Special Education Department to improve communication, especially in preparing Case Managers (CMs) for administering the California Alternative Assessment (CAA). The testing team trained the SPED department to ensure a smooth process in test administration and navigating through the testing interface. The testing team also provided demonstrations for starting a test and getting a student logged in. The training also involved showing CMs how to enter designated supports and accommodations into the Student Information System (SIS). This collaboration has led to a more coordinated approach to testing and accommodations for students with disabilities.

3. Increased Student Performance and Participation:

As a result of the professional development provided, there has been a noticeable improvement in overall student performance, particularly in test participation. This success is also aligned with our goals of enhancing college and career readiness and increasing graduation rates, as the training has fostered a more effective and supportive learning environment.

Challenges

Supporting New HSTs and Ensuring Effective Integration

A significant number of new HSTs have been hired this year, and they require additional support and guidance in navigating the complexities of supporting students across various grade levels. To address this challenge, we have been discussing the need and increase of the establishment of a mentorship program, where veteran HSTs could provide ongoing support and guidance to newer staff members. This would ensure that new HSTs have the resources and understanding necessary to meet the diverse needs of students and fully integrate into our teaching community.

Strengthening Collaboration Between General Education and Special Education

One area we continue to work on is enhancing the collaboration between general education and special education teachers, especially in relation to state testing. While there were some initial challenges with clarifying the roles and responsibilities between the two departments, we have made significant progress in improving communication.

Regular check-ins have proven helpful in ensuring both departments are aligned, and we are committed to building on this foundation. As we continue to refine our processes, we are optimistic that these ongoing efforts will lead to even stronger collaboration, a clearer understanding of roles, and better support for all students during state testing. This will help us continue moving toward our goal of providing an inclusive, streamlined experience for every student as well as between Case Managers and Homeschool Teachers.

Parent Education and Resources

<u>Goal: Increase Parent Resources and Training to Help Improve Student Performance.</u>

Successes
Empowering Families and Enhancing Student Performance

1. Blue Ridge Academy implemented several initiatives to support parents and enhance student performance. The E3 Parent Summit, the Special Education and Student Services bi-monthly Parent Workshops and annual Open House provided valuable resources and guidance, equipping families with tools to better support their students' academic progress. Additionally, the 504 Team, testing team, and Student Support Team (SST) established office-hour support to assist families with assessment-related questions, resources and support for struggling learners, ensuring that help was readily available.

2. Beyond parent education efforts, direct student instruction and tutoring programs contributed significantly to academic growth by providing targeted support. These services helped improve student performance and engagement, ensuring that students had access to the resources needed for success. Furthermore, student recognition programs played a key role in fostering motivation and encouraging positive academic behaviors. Recognizing student achievements helped create a sense of accomplishment and reinforced a culture of academic excellence.

Challenges
Increasing Family Engagement and Addressing State Testing Concerns

1. While key actions were implemented, engagement from families remained a challenge. Low attendance at office hours reduced the effectiveness of this support system, suggesting that alternative strategies may be needed to better reach and involve parents. Exploring different formats, such as recorded sessions, targeted outreach, or flexible scheduling, could improve participation for some of the office hours.

2. Additionally, pushback from families on state testing requirements posed obstacles to full participation. Many families expressed concerns or reluctance regarding assessments, impacting overall compliance. Addressing these concerns through clearer communication, increased transparency, and outreach efforts will be critical in improving engagement in the future.

3. Moving forward, refining outreach strategies, improving communication about assessments, and offering more accessible ways for families to engage with available resources will be essential to enhancing the effectiveness of this goal.

<u>Goal: Student Instruction and Tutoring</u>

Successes

Enhancing Instruction, Support, and Student Engagement

Blue Ridge Academy enhanced student instruction and tutoring, leading to higher test participation, improved academic performance, and greater college and career readiness. The expansion of instructional support provided students with personalized learning opportunities, reinforcing key concepts and addressing individual needs.

Challenges
Enhancing Student Participation and Addressing Family Concerns

While tutoring services were available, student participation varied, with some not fully utilizing these resources. Encouraging proactive engagement remains an area for growth, and we are optimistic that continued efforts will lead to increased participation in these support programs.

<u>Goal: Student Recognition</u>

Successes
Student Recognition and Motivation

Blue Ridge Academy's student recognition programs effectively motivate students, fostering a positive and inclusive learning environment where all students feel seen and valued. The school ensures that recognition is not limited to top performers but also celebrates individual growth and improvement.

Students are proudly acknowledged and commended during their respective graduation and promotion ceremonies. Graduates are celebrated for their exceptional GPA achievements, with honors such as honor roll, salutatorian, and valedictorian being highlighted. In addition, any students who are part of the Certificate of Completion track of special education are also recognized and rewarded for their hard work and dedication.

To further honor academic excellence, graduates and promoters are presented with prestigious awards, including the National Honor Society and National Junior Honor Society accolades. These recognition programs help foster a sense of accomplishment, motivation, and pride, reinforcing a culture of excellence and encouraging continued success among our students.

Students receive awards in the mail, boosting motivation by providing tangible acknowledgment of their efforts. Additionally, award ceremonies highlight achievements, reinforcing a sense of accomplishment. The school has partnered with local businesses to provide students with certificates and vouchers for food, further incentivizing success and engagement.

Finally, students are acknowledged and commended at their respective graduation and promotion ceremonies. The high school counseling team informs staff about the colleges and universities that our graduates are enrolling in and attending, verified by the National Clearing House, further highlighting the success and future achievements of our students.

Challenges
Building Buy-In and Commitment to School Protocol and Procedures

While Blue Ridge Academy's student recognition programs have been successful, challenges remain in ensuring fairness, consistency, and scalability across a growing student body of over 7,000 students. Maintaining equitable recognition policies is essential to ensuring no family feels there is preferential treatment in awards or honors. Striking a balance between celebrating individual achievements and maintaining fairness requires ongoing review and refinement of recognition criteria.

Another challenge is gaining buy-in from both staff and families to support and uphold school-wide recognition procedures. Some stakeholders may lose sight of the fact that, as a school, there are policies and procedures that must be followed to ensure fairness. Encouraging alignment and understanding among staff and families will be essential to sustaining a structured and equitable recognition system.

Moving forward, Blue Ridge Academy will focus on scaling recognition efforts, ensuring equitable opportunities, and increasing family participation to support and celebrate student success more effectively. Encouraging staff and family buy-in will be a priority to ensure all students are recognized in a fair and meaningful way.

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.

The budgeted expenditures totaled **$4,136,616** across the actions items. However, the estimated actual expenditures exceeded budget projections, reaching approximately **$5,173,224**.

The material difference of over $1 million was primarily driven by:

* **Expanded staffing costs** due to increased allocations and FTE percentages to instructional support and professional development teams. For example, action 1.3 (Student Instruction & Tutoring) alone accounted for $3.8 million in actuals against a budget of $3.2 million, reflecting an increase in tutoring vendor costs and additional support services added mid-year in response to student needs.

* **Professional development investments** tied to state initiatives, including CSDC and SPED conference participation, which incurred higher costs than originally anticipated (reflected in action 1.1 and 1.2).

* **Increased graduation recognition and engagement expenses** (action 1.4), where additional sites, materials, and contracted services (e.g., videography and venue rentals) were added to support student celebration and equity in recognition activities.

Explanation of Differences in Planned vs. Estimated Actual Percentages of Improved Services:

The **Planned Percentage of Improved Services** may have been based on a more conservative estimate of student participation in tutoring, parent engagement, and direct instruction support. However, the Estimated Actual Percentage of Improved Services increased due to:

* Higher-than-anticipated engagement in tutoring services, particularly among Students with Disabilities, English Learners, and socioeconomically disadvantaged students.

*Expansion of vendor contracts and availability of Online Resource Room services, which broadened access beyond original projections.

*Increased responsiveness to family requests for personalized supports and feedback loops through surveys and communication platforms (e.g., Smores and virtual resource hubs).

As a result, the actual implementation reflected greater reach and intensity of services, aligning with the intent to accelerate learning recovery and academic achievement for targeted student groups.

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

Over the course of the three-year LCAP cycle, Blue Ridge Academy has made significant progress in reducing errors across departments and improving student outcomes related to participation and progress. The school's commitment to refining processes, increasing oversight, and providing targeted support has contributed to these improvements, ensuring more accurate and efficient service delivery to students and families.

One area of continued growth has been the enhancement of communication channels between the general education student services and special education departments. Strengthening collaboration between these teams has played a crucial role in ensuring that both staff and students are well-prepared for assessment administration. These efforts have supported more streamlined testing procedures and increased alignment between departments, ultimately benefiting student success.

Despite progress in providing appropriate resources to parents, participation in office hours and parent information sessions remains low. While outreach efforts have been implemented, engagement in these opportunities continues to be a challenge. Moving forward, refining strategies to increase parent involvement will be a key focus area to ensure families are fully supported and informed.

Additionally, while Blue Ridge Academy has successfully implemented testing requirements for the 2024-25 school year, challenges remain regarding pushback on state testing and the alternative assessment. Addressing concerns, increasing awareness, and fostering greater understanding among stakeholders will be critical in mitigating these challenges and ensuring compliance with state-mandated assessments.

Overall, the school has made meaningful progress in key areas, but continued efforts will be necessary to build on these successes and address ongoing challenges.

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.

As a result of ongoing reflection on prior practices, Blue Ridge Academy has made several key adjustments to strengthen student assessment procedures, formative and summative assessments, and overall support structures for the coming year. While the school continues to build on and monitor goals established in the previous school year, specific modifications have been made to address identified areas of need.

Following an in-depth reflection on implementation during the current school year, several key insights emerged that inform adjustments to our planned goals, metrics, desired outcomes, and actions for the upcoming school year. This process has allowed us to take a more holistic view of student progress and consider the many layers of support that influence academic growth.

One of the most significant shifts has been the realization that student achievement, particularly on summative and formative assessments, cannot be attributed solely to the efforts of one department, however, that of the general education and the special education staff providing quality strategic instruction, time-on-task within Learning Periods (LPs), daily instructional classes for students with disabilities and tier 2 struggling learners, and the collaborative role of multiple educational staff members are critical to student success in increasing our student achievement across the board.

Another significant change has been the expansion of in-person test sites to accommodate the increase in enrolled students eligible to test. This adjustment ensures greater accessibility and convenience for students and families while also supporting compliance with state testing requirements. Additionally, Testing Coordinators have taken proactive steps to secure additional in-person sites specifically for proctoring the California Alternate Assessment (CAA). This change is designed to alleviate potential challenges related to student behavior and preparedness by providing a more controlled and supportive testing environment.

To further enhance student achievement and streamline testing operations, the school has also hired two additional Testing Coordinators. This increase in staffing has directly contributed to the team's overall efficiency, enabling more effective facilitation of testing procedures and ensuring that all necessary tasks are completed in a timely manner.

Additionally, continued efforts are being made to bridge communication and collaboration gaps between all school personnel, both credential and classified, within all departments (general education, student services, and special education). An additional focus has been placed on the continued revamp of specific procedures to successfully implement efficient procedures between high school teams for students with and without disabilities.

These strategic adjustments reflect the school's commitment to continuous improvement, with a focus on refining testing logistics, enhancing interdepartmental collaboration, and ultimately improving student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	This action is directed towards the following identified student groups and address the identified state indicators: Students with Disabilities scored in the Low (Orange) level for the 2024 SBAC English Language Arts and Mathematics assessments; Socioeconomically Disadvantaged students improved and scored in the Medium (Yellow) level for the 2024 SBAC English Language Arts and Mathematics assessments; English Learners improved and performed at the Medium (Yellow) level for both subjects in the SBAC English Language Arts and Mathematics assessments. 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. 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. 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. See goal 1 priority 4a metric	$500,000	Y
1.2	Parent Education and Resources	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. 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. 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.	$ 400,000	Y

1.3	Student Instruction & Tutoring: **LREBG**	This action is directed towards the following identified student groups and address the identified state indicators: Students with Disabilities scored in the Low (Orange) level for the 2024 SBAC English Language Arts and Mathematics assessments; Socioeconomically Disadvantaged students improved and scored in the Medium (Yellow) level for the 2024 SBAC English Language Arts and Mathematics assessments; English Learners improved and performed at the Medium (Yellow) level for both subjects in the SBAC English Language Arts and Mathematics assessments. The Hispanic student group scored in the Very Low (Red) level for Mathematics assessments and this will continue to be an area addressed with teachers and the LCs through training for identification and targeted instruction. 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'. 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. 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. See goal 1 priority 4a metric **LREBG** This action is funded in part by LREBG funds. It supports learning recovery through individual and small-group instructional support, including vendor-based tutoring and online resource room access. Aligned with EC Section 32526(c)(2), this action targets learning gaps in reading and executive functioning identified in the needs assessment, particularly among Students with Disabilities, English Learners, and socioeconomically disadvantaged students.	$5,200,000	Y
1.4	Student Recognition	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). 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.	$300,000	Y

Insert or delete rows, as necessary.

Goal #	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.

<u>Priority 5: Student Engagement</u>
Student Engagement: Focus on high school graduation rate actions.

Maintenance goal explained:
This goal is designated as a maintenance goal because it focuses on sustaining existing high-performing systems and staffing structures that have already demonstrated effectiveness in supporting student outcomes—particularly in the areas of academic progress monitoring, graduation planning, and post-secondary readiness.

Reasons why Goal 2 qualifies as a maintenance goal:

• **No Major Strategic Shift**: Unlike other goals in the LCAP that introduce new programs or expand services, Goal 2 does not propose significant new initiatives. Instead, it continues current practices such as academic advising, CCR monitoring, and transcript reviews that are already embedded in the school's operational framework.

• **Sustaining Established Supports**: The primary actions under Goal 2—including the work of counselors and Progress Coordinators—are designed to maintain the systems that track academic progress, promote student engagement, and ensure on-time graduation. These positions are not new hires or expansions but ongoing roles whose functions are now integral to school operations.

• **Consistently Positive Outcomes**: Blue Ridge Academy has already demonstrated strong performance in graduation rates and A–G completion, as evidenced in the prior years' outcome data. Goal 2 exists to preserve and uphold these successful outcomes, not to address performance gaps or launch new interventions.

• **Resource Stability**: The budget associated with Goal 2 supports existing staff and platforms, rather than expanding to new vendors, technologies, or instructional models. The focus is on continuing the infrastructure that supports student transitions from middle to high school and through graduation.

Maintenance of progress goal description:
Goal 2 is designed to maintain progress made in the LCFF State Priorities related to **Priority 4 (Pupil Achievement)**, **Priority 5 (Pupil Engagement)**, and **Priority 7 (Course Access)**, which are not the primary focus of the other LCAP goals.
Blue Ridge Academy has demonstrated strong student outcomes in areas such as graduation rates, college and career readiness (CCR), and student access to academic and advising supports. BRA intends to maintain this progress by continuing to fund and support key personnel and systems that have contributed to these outcomes. This includes:

• Sustaining the roles of **counselors and Progress Coordinators** who monitor academic progress and ensure timely interventions;

• Continuing **graduation planning and transcript audits** to keep students on track for graduation and A–G eligibility;

• Maintaining access to **CCR-aligned resources**, including advisory tools and post-secondary planning supports.

These actions are already embedded into the operational structure of the school and are producing positive results. Therefore, rather than expanding or modifying them significantly, Goal 2 focuses on preserving these effective systems to ensure that Blue Ridge Academy continues to meet or exceed performance expectations in areas not explicitly targeted by Goals 1, 3, or 4.

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 closing 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 continues to be 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: 67
24-25: Dashboard data not yet available

CTE: High school students who have met CTE completion requirements:
21-22: 2
22-23: 2
23-24: 3
24-25: Dashboard data not yet available

AP Exams:
21-22: 3
22-23: 12
23-24: 13
24-25: Dashboard data not yet available

Seal of Biliteracy:
21-22: 1
22-23: 3
23-24: 0
24-25: Dashboard data not yet available

Golden State Merit:
21-22: 98
22-23: 95
23-24: 72
24-25: 85

College and Career Readiness:
21-22: 28.8%, 89 students prepared
22-23: 36.3%, 107 students prepared

23-24: 45.9%, 100 students prepared
24-25: 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. 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	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 5: Pupil Engagement Source: CALPADS a. School attendance rates	California Longitudinal Pupil Achievement data System (CALPADS)	99.8%	Data Not Yet Available		99%	.8%
b. Chronic absenteeism	California Longitudinal Pupil Achievement data System (CALPADS)	0.5%	Data Not Yet Available		0.30%	0.2%
c. Middle school dropout rates	California Longitudinal Pupil Achievement data System (CALPADS)	0.6%	Data Not Yet Available		0.6%	0
d. High school dropout rates	California Longitudinal Pupil Achievement data System (CALPADS)	0.9%	Data Not Yet Available		0.5%	0.4%
e. Graduation Rate: Overall Source: CA Dashboard	CA Dashboard	2024-2025 Dashboard Data Not Yet Available	Data Not Yet Available		90%	0 (Data not yet available)
Hispanic	CA Dashboard	2024-2025 Dashboard Data Not Yet Available	Data Not Yet Available		93%	0 (Data not yet available)
African American	CA Dashboard	2024-2025 Dashboard Data Not Yet Available	Data Not Yet Available		11 students	0 (Data not yet available)
English Learners	CA Dashboard	2024-2025 Dashboard Data Not Yet Available	Data Not Yet Available		8 students	0 (Data not yet available)
Foster Youth	CA Dashboard	2024-2025 Dashboard Data Not Yet Available	Data Not Yet Available		1 student	0 (Data not yet available)
Homeless	CA Dashboard	2024-2025 Dashboard Data Not Yet Available	Data Not Yet Available		1 student	0 (Data not yet available)
Low Income	CA Dashboard	2024-2025 Dashboard Data Not Yet Available	Data Not Yet Available		90%	0 (Data not yet available)

Goal Analysis for [2024-2025]

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.

There have been no substantive differences in the planned actions and actual implementation of these actions at this time. We have followed through with all of our identified action plans and succeeded in meeting our self-appointed goals for this school year. This has included increasing the completion rate of testing, which has been on the rise steadily every school year. Blue Ridge Academy has increased professional development opportunities to better analyze test results and better reach our families in need.

We continue to offer the CAA (California Alternative Assessment) in person for students with moderate/severe disabilities, where applicable, while continuing to train, discuss, and implement any necessary accommodations that would further support our students in this setting. Blue Ridge Academy has dedicated resources to reducing the workload of high school counselors and support staff, so that each staff member can take extra time to further assist students and prevent any students from feeling left out or left behind.

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.

The budgeted total across relevant **actions** (2.1, 2.2, 2.3) was **$700,000**. The estimated actual expenditures, however, totaled approximately **$1,130,804**, resulting in a material difference of over **$430,000**.

This variance was largely due to:

*__Underestimated staffing costs__: The staffing allocation under action 2.2 (Transition Support and Bridging Middle to High School) showed an estimated actual of $963,603, significantly above the budgeted $200,000. This increase was driven by a higher number of staff members being coded to this action (e.g., counselors, transition coordinators) at partial FTE levels across multiple sites.

*__Expanded counselor professional development initiatives__ (action 2.3), including additional training modules, conference attendance, and increased hours allocated to support middle-to-high school transition efforts.

*__Adjustments to salary allocations mid-year__ to align with actual staff deployment in college and career advising roles.

Explanation of Differences in Planned vs. Estimated Actual Percentages of Improved Services:

The **Planned Percentage of Improved Services** under Goal 2 may have been based on a narrower scope of transition support, focusing primarily on Progress Coordinators and limited CCR-related services. However, the Estimated Actual Percentages increased due to:

*Broader participation in transition and college readiness programs, driven by expanded counselor outreach and individualized planning for high-needs students.

*Implementation of additional support activities not originally anticipated, such as more targeted interventions for students at risk of not graduating on time.

*Integration of student voice in CCR planning, contributing to more personalized supports and expanded pathways for meeting A–G and career credential benchmarks.

These service improvements resulted in more students accessing targeted advising and intervention support, reflecting an increased commitment to closing the achievement and graduation gap.

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

Blue Ridge Academy's actions between school years have had a tangible impact on student achievement and the completion rate of state testing. We have increased from 88% completion in ELA to 91%. We have also had an immediate increase in math participation, going from 89% to 91%.

The Star 360 data over the last two years has also shown substantial improvement in both participation and performance school-wide. Students are not only completing the test more consistently between the 22-23 and 23-24 school year, but they are scoring higher in all three test areas. This reflects positively on Blue Ridge Academy's effort to ensure all students are participating and receiving the assistance they need to perform well on formative and summative tests.

Not only has Blue Ridge Academy's completion rate increased, but with more active participation, we have identified a larger scope of Blue Ridge Academy's overall performance. The overall dedication of staff and learning coaches to the rigor of the content has led to Blue Ridge Academy having an increased performance level from Low (red), or orange in 22-23, to Medium, or yellow in 23-24. This, coupled with the increase in participation, has a direct correlation to the improvement that Blue Ridge Academy has set forth to achieve. We holistically have more students taking the test, and students are performing better on average across the board.

Blue Ridge Academy is continuing to monitor test scores and performance and will continue to take the necessary steps to increase participation further while also steadily increasing performance levels in all content areas, which will in turn be beneficial for our high school students.

We have holistically witnessed and identified the increase in students participating in both formative and summative test areas and performing better on average across the board. This has been one of our highlighted key successes as a school.

Another key success has been the increased participation in CTE Pathways, which Blue Ridge offers for free for high school students. CTE, Career and Technical Education, offers specific education which focuses on preparing students for future careers by building targeted, practical applications and skills.

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.

There has been an increased expenditure on professional development, as we- identified areas where staff require further training or support. Realizing that there was a greater need for credentialed and support staff for both middle and high school, there warranted an expansion of resources provided to support this area of need. This has led to the increased staffing of high school counselors, progress monitor coordinators, and an increased awareness of the support needed in the transition from middle to high school.

Changes to the Master Agreement have led to the requirement of all assessments, both formative and summative, which has increased test participation, and it is anticipated that it will continue to do so, which in turn will positively impact student achievement.

Our increase in high school counselors and support staff also increased the support for those involved in Career and Technical Education (CTE). These students receive instruction in skills and knowledge tailored to future careers. Students taking an alternative path towards graduating high school receive the same benefits and extra attention to detail that all students should receive when working towards their goals.

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).	$ 500,000	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

Insert or delete rows, as necessary.

Goal #	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 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 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.

Maintenance goal explanation:
This goal is identified as a maintenance goal because it focuses on continuing and refining existing communication and engagement systems rather than introducing new strategies or expanding services. Its purpose is to sustain current practices that have proven effective in fostering strong relationships with families and educational partners.
Specific reasons Goal 3 qualifies as a maintenance goal include:

• **Established Communication Infrastructure:** The tools and platforms used to engage families—such as Smores newsletters, automated communication systems, and virtual engagement opportunities—are already in place and in regular use. Goal 3 does not propose new platforms, but rather supports the ongoing operation and maintenance of our existing systems.

• **Focus on Consistency, Not Expansion:** While the goal emphasizes timely and inclusive communication, it does so by maintaining current practices, such as bilingual newsletters, school-wide updates, and parent support events. There is no significant programmatic expansion or addition of new services under this goal.

• **Feedback Mechanisms Already Implemented:** Surveys and feedback tools used to gather input from parents, students, and staff are established and functioning. Goal 3 supports the continued use and refinement of these mechanisms to ensure that Blue Ridge remains responsive to stakeholder needs.

• **Staffing Structures Are Stable:** Actions under Goal 3, such as allocating administrative and communication staff time to family engagement, do not involve new hires or role expansions. Instead, they reflect the ongoing support and responsibilities of existing personnel.

This goal is focused on preserving the quality and consistency of engagement practices that are already embedded in the school's operations, rather than introducing new initiatives or scaling up services.

Maintenance of progress goal description:

Goal 3 is intended to maintain progress made in the LCFF State Priorities related to **Priority 3 (Parent Involvement)** and **Priority 6 (School Climate)**, which are not the primary focus of the other goals in the LCAP.

Blue Ridge Academy has built strong and consistent systems for engaging families and educational partners, including multilingual communication tools, translated digital newsletters (Smores), virtual and in-person parent events, and feedback surveys. These systems have contributed to high levels of stakeholder satisfaction and increased participation in school activities.

To sustain this progress, Goal 3 maintains current staffing allocations and outreach practices that ensure timely, accessible, and inclusive communication with all families. Blue Ridge Academy will continue to support:

• Ongoing **family engagement events and resources** that help parents participate meaningfully in their child's education;

• Use of **automated and translated communications** to reach families in their home languages;

• Routine administration of **family surveys** to collect input that informs program improvement.

These actions are not new additions but are well-established practices that have contributed to a positive school climate and strong family-school relationships. By preserving these systems, Goal 3 ensures that the progress made in these priority areas continues to be upheld and strengthened.

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.

We have identified this goal as a 'Maintenance' goal as all educational partners are encouraged to participate and utilize resources offered throughout the year to continue 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)	0%			0%	0
b.Pupil expulsion rates	California Longitudinal Pupil Achievement data System (CALPADS)	0%			0%	0
c. Other local measures, including surveys of students, parents, and teachers on the sense of safety and connectedness Source: Blue Ridge Academy Climate Survey	Blue Ridge Academy Climate Survey	548			1500	952
Priority 3 a.The efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site	Blue Ridge Academy Climate Survey	548			1500	952

b. How the LEA will promote parental participation in programs for low income, English learner and foster youth students	Blue Ridge Academy Climate Survey	548			1500	952
c.How the LEA will promote parental participation in programs for students with disabilities Educational Partners Engagement: Source: Blue Ridge Academy Climate Survey	Blue Ridge Academy Climate Survey	548			1500	952
Parent Responses	Blue Ridge Academy Climate Survey	548			1500	952
Student Responses	Blue Ridge Academy Climate Survey	300			500	200
Staff Responses	Blue Ridge Academy Climate Survey	487 (96%)			100%	4%
Overall Responses	Blue Ridge Academy Climate Survey	1335			2460	1,125

Goal Analysis for [2024-2025]

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.

As part of our ongoing efforts to strengthen connections with all educational partners and increase meaningful engagement, we are pleased to report that our actions are closely aligned with our original plans—there were no substantive differences between what was planned and what was implemented. We allocated resources to improve communication across school departments and expand interactive communication opportunities with our educational partners, and these efforts have been successfully carried out. This included an increased number of parent workshops tailored for families of students with disabilities, general education students, English Learner students, struggling and diverse learners. Notably, the Student Services department offered valuable sessions on topics such as executive functioning and student motivation. Attendance at these workshops has grown steadily throughout the year, reflecting rising engagement. In addition, we hosted a Student Services

Open House aimed at community partners, which has seen increased participation over the past two years. This event continues to foster strong relationships and build awareness around student support services.

To further enhance partnerships, we created and shared a comprehensive calendar of events featuring community functions, field trips, workshops, webinars, parent information sessions, and enrichment activities. This calendar is housed in our Parent Info Center, making it easily accessible to all stakeholders.

We also made deliberate efforts to include community voices in our advisory structures. Community partners were invited to participate in various advisory committees and working groups to ensure a diverse range of perspectives are reflected in our decision-making processes. This year, we are proud to have two parents serving on our District English Learner Advisory Committee and five parents actively participating on our School Board and on the LCAP advisory committee.

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.

The budgeted expenditures for Goal 3 totaled **$440,000**, across actions 3.1 and 3.2. However, the estimated actual expenditures amounted to approximately **$682,134**, reflecting a material difference of over **$240,000**.

This increase can be attributed to:

***Expansion of translation and communication services** to meet growing needs among multilingual families. Additional hours and vendor services were used to ensure equitable access to information, including real-time translation, written translations, and technology-based communication platforms (e.g., newsletters, family surveys).

***Increased investment in site-level engagement events**, including materials and coordination resources, to deepen partner relationships and gather actionable input.

Explanation of Differences in Planned vs. Estimated Actual Percentages of Improved Services:

The Planned Percentage of Improved Services under Goal 3 was based on anticipated engagement through traditional channels (e.g., family conferences, surveys). However, the Estimated Actual Percentage of Improved Services was higher due to the expansion and effectiveness of outreach methods and partner participation.

Key drivers of this increase included:

*Broader implementation of multi-platform communication strategies (e.g., Smores, Charter Tech tools, newsletters).

*More frequent engagement opportunities, such as educational partner forums and virtual town halls, allowing for real-time feedback from families and community partners.

*Stronger relationships between staff and families, facilitated by consistent communication and accessible resources in home languages.

Overall, these shifts reflect a deeper level of partner involvement and support for student outcomes, exceeding the scale originally anticipated in the budget planning phase.

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

Blue Ridge has worked extensively to build out and promote enhanced communication between school departments and increase interactive communication sessions/channels between educational partners. We offer a wide variety of synchronous events for all educational partners (teacher, student, family) to engage through meaningful conversations that help to improve student outcomes. Blue Ridge has also built a full and daily calendar of events for different audiences with our educational partners. This includes the Special Education Parent Workshops and Open House, E3 Parent Summit, High School Counselor events (such as Career Week and Grade Level Weeks), Enrichment office hours (including during summer), Student Virtual clubs, Community Connections events, School-led Field Trips, and a Book Club led by the Family Liaisons. The effect of all these events increased the educational partners' engagement overall, ultimately leading to increased learning opportunities for students, more effective learning coaches, and a better-supported homeschool community.

Blue Ridge has also worked to 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. Since the school year 2021-2022, Blue Ridge has consistently had 1 to 3 parents serving on the District English Learner Advisory Committee, where English is not their primary language. Since its establishment as an independent charter school, Blue Ridge has maintained at least 5 School Board members who are parents and 1 General Education Teacher with the school. In the 21-22 school year, we had 0 parents on our Parent LCAP Advisory Committee. In the 22-23 school year, we had 3 parents. Last year in the 23-24 school year, we had 7 parents, and this year in the 24-25 school year, we have 6 parents. In the 21-22 school year, we had 0 ~~parents~~ students on our Student LCAP Advisory Committee. In the 22-23 school year, we had 5 students. Last year in the 23-24 school year, we had 1 student, and this year in the 24-25 school year, we have 5 students. Blue Ridge advertises these student and parent Advisory Committees on our parent information website as well as within our special education newsletters. Teachers also recommend interested parents and students to the Advisory Committees and ask them to contact our Vice Principal who then coordinates the meetings accordingly.

Blue Ridge has also worked to increase the number of parent and student responses to our LCAP Climate Surveys. Parent participation increased significantly over the last three years. In the 21-22 school year, 661 parents responded to our LCAP Parent Climate Survey. In the 22-23 school year, responses increased to 917, which is a 39% increase from the previous year. In the 23-24 school year, responses increased to 1160, which is a 26.5% increase from the previous year. Student participation over the last three years from year to year has been mixed but shows an overall trend of significant increase. In the 21-22 school year, 315 students responded to our LCAP Student Climate Survey. In the 22-23 school year, responses increased to 425, which is a 35% increase from the previous year. In the 23-24 school year, responses increased to 405 - a 5% slight decrease from the previous year but an overall 29% increase from 21-22 to 23-24. Staff participation in the LCAP Climate Survey has increased in number from year to year, but remained the same with regard to the percentage of staff completing it in the last two years. In the 21-22 school year, 154 staff members responded to our LCAP Staff Climate Survey. This represents

50% of the total staff that year. In the 22-23 school year, responses increased to 432, representing 100% of staff members. In the 23-24 school year, responses increased to 489, again representing 100% of staff members. This year we hope to match that and maintain 100% participation from staff members. We continue to strive to increase our parent, student, and staff participation rates so that their feedback can be used to inform future LCAPs.

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.

One of Blue Ridge's actions on this goal last year was to enhance communication between school departments and increase interactive communication sessions/channels between educational partners. This has taken place as planned and continues similarly this year without changes.

Another goal was to enhance partnerships by organizing and providing a calendar of events for community functions, field trips, workshops, webinars, parent information sessions, and enrichment activities. This year we held a very successful career week with many educational partners in the community presenting their chosen profession to interested students. They spoke about how they got into their profession, what their education and career qualifications were, and what it was like to work in that field. They were able to show attendees what it is really like to work in these professions.

Another one of Blue Ridge's actions was to 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. We continue to strive and increase the number of parents, families and students on our LCAP Advisory Committees as these intimate groups have proven to be successful in the interaction between the educational partners and the feedback they provide to Blue Ridge.

Blue Ridge has made changes to the way we seek educational partner feedback on our LCAP Climate Surveys. This year, we made the student survey more kid-friendly by changing the overall look of the survey to make it look more inviting. This year we targeted many different collection points at in-person testing sites, including the PFT testing, SBAC testing, and Community Connection events. Increased participation in the survey gives us more feedback so that we can better service our educational community. In addition, this year once a staff member completes the staff survey they cannot complete it again. In previous years, staff could unknowingly submit multiple surveys. This helps ensure everyone has submitted a survey once and allows for teachers to check if they have or have not submitted yet and submit for us if they have not. Each LCAP Climate Survey was disseminated both as a link and as a scannable QR code to make it easier for community partners to fill out.

These LCAP Climate Surveys are always anonymous for all community partners. Blue Ridge does not collect names or emails from the surveys. Maintaining anonymity increases the likelihood of receiving honest feedback from all partners because it eliminates any fear of retaliation for sharing their authentic viewpoints.

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 and provide input and feedback across school topics including education and resources for low income students, EL students, foster youth, homeless students, and students with disabilities..	$240,000	Y

Goal #	**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
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.

Broad goal explained:
This goal qualifies as a broad goal because, while it is principally directed at unduplicated students (Low-Income, English Learners, Foster Youth, and Homeless students), the strategies and services under this goal are implemented LEA-wide and influence the entire school community in terms of access, awareness, and equity.
These include:

• **Multi-Tiered System of Supports (MTSS) Implementation Across the LEA**: Although actions like Tier 2 math interventions (*e.g., Math 180*), SEL curriculum (*e.g., Positive Action*), and counseling referrals are targeted for unduplicated students, the implementation of these systems is schoolwide, creating capacity across all instructional and support teams to identify and respond to diverse student needs.

• **Professional Development Reaching All Educators**: Training in trauma-informed practices, MTSS processes, English Learner curriculum (e.g., English 3D), and social-emotional learning practices is provided to all instructional staff. While these efforts are designed to address gaps experienced by unduplicated pupils, they improve educators' ability to support a broad cross-section of students, making the impact schoolwide.

• **Cross-Functional Alignment of Support Services**: Goal 4 supports alignment across academic intervention, behavior intervention, counseling, and parent communication. These structures benefit unduplicated students directly but are accessible to the general student body as well. This includes coordination among teachers, administrators, and support staff to promote awareness and consistent use of interventions.

• **Family and Community Outreach Broadly Implemented**: Efforts under this goal include family education, multilingual communication tools, and increased visibility of available supports (e.g., through newsletters and workshops). While designed to increase access for high-need families, these efforts foster an inclusive environment and informed participation across the school community.

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. We have now 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.

In the 204-25 school year, 63% of our English Learners attend live synchronous English language sessions regularly. This is a 1% 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. To get a better understanding of attendance, Blue Ridge will administer surveys to families who are not attending live synchronous instruction to gather more information and feedback on attendance. The English Learner Coordinator will continue to communicate the importance of attendance through monthly parent meetings, emails, phone calls, and continued collaboration with HSTs. The EL live synchronous instruction classes have now been made mandatory requiring all students to attend.

Currently, 27% (21 students) of our English Learner population is classified as Long-Term English Learners (LTELs). To increase English support for our LTEL population, Blue Ridge has implemented an extra English support class for the 2024-25 school year to strengthen students' academic vocabulary. Also, the Blue Ridge Academy English Learner population reclassification rates increased from 19% in the 2023-24 school year to 22% in the 2023-24 school year. That is a 3% increase from the previous year. In addition, in the 2023-24 school year, 58.2% of our English Learners made progress towards English Language Proficiency. This is a 9.2% increase from the 22/23 school year.

Individual Counseling Referrals submitted as of March 11, 2025 was a total 121, of which unduplicated students included 3 EL students, 8 Homeless students, 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.

Based on the 2025 ELPAC scores, EL students scored in the following range:

* 27/76 students who took the Summ ELPAC scored an overall 4, which made them eligible for reclassification = 35.5%
* 3/3 students who took the Summ Alt ELPAC scored an overall 3, which made them eligible for reclassification = 100%
* 11/20 students who were LTELs and took the Summ ELPAC received a 4 (eligible for reclassification) = 55%
*1/3 students who was an LTEL and took the Summ ALt ELPAC received a 3 (eligible for reclassification) = 33.3%
* 18/27 students who received a 4 on the Summ ELPAC attended EL classes more than 50% of the time = 66.7%
*18/48 students who attended EL classes more than 50% of the time received a 4 on the Summ ELPAC = 37.5%
*1/3 students who received a 3 on the Summ Alt ELPAC attended EL classes more than 50% of the time = 33.3%
*1/3 students who attended EL classes more than 50% of the time received a 3 on the Summ Alt ELPAC = 33.3%
*7/76 students participated in Interim Assessments = 9.2%
*6/27 students who received a 4 participated in Interim Assessments = 22.2%
*6/7 students who attended Interim Assessments received a 4 on the Summ ELPAC = 85.7%
*16/76 students who took the Summ ELPAC have an IEP or 504 plan = 21.1%
*5/27 students who received a 4 on the Summ ELPAC have an IEP or 504 plan = 18.5%

Measuring and Reporting Results - spring updates

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 7: EL Attendance Source: School Tier 2 data tracker Action 4.1	School Tier 2 data tracker	63% 49/78 students	Data Not Yet Available		72%	9%
4F.Reclassification Rates Source: ELPAC scores Action 4.2	ELPAC scores	37.9% (30/79)	Data Not Yet Available		48%	10.1%
Low Income Math progress monitoring rate Source: Star360 Benchmark data (Renaissance) Action 4.1 & LREBG Metric	Star360 Benchmark data (Renaissance)	At/Above Benchmark Fall 2024 Early Literacy 86% Math 68% Reading 76% Spring 2025 Early Literacy 75% Math 64% Reading 76%	Data Not Yet Available		At/Above Benchmark Early Literacy 92% Math 79% Reading 78%	At/Above Benchmark Fall 2024 Early Literacy 6% Math 11% Reading 2% Spring 2025 Early Literacy 17% Math 15% Reading 2%
EL/LTEL - ELA progress monitoring rate for reading and writing Source:Star360 Benchmark data (Renaissance) Action 4.1 Action 4.2	Star360 Benchmark data (Renaissance)	At/Above Benchmark Fall 2024 Early Literacy 63% Math 54% Reading 45% Spring 2025 Early Literacy 50% Math 47% Reading 45%	Data Not Yet Available		At/Above Benchmark Early Literacy 85% Math 55% Reading 55%	At/Above Benchmark Fall 2024 Early Literacy 22% Math 1% Reading 10% Spring 2025 Early Literacy 35% Math 8% Reading 10%
EL - Tier 2 Intervention Math class attendance rate Source:Star360 Benchmark data (Renaissance) Action 4.1	Star360 Benchmark data (Renaissance)	1 enrolled	Data Not Yet Available		1%	0

SWD ELA progress monitoring rate Source:Star360 Benchmark data (Renaissance)	Star360 Benchmark data (Renaissance)	At/Above Benchmark Fall 2024 Early Literacy 60% Math 48% Reading 52% Spring 2025 Early Literacy 35% Math 39% Reading 47%	Data Not Yet Available		At/Above Benchmark Early Literacy 71% Math 54% Reading 53%	At/Above Benchmark Fall 2024 Early Literacy 11% Math 6% Reading 1% Spring 2025 Early Literacy 36% Math 15% Reading 6%
Priority 3: **a.** Parental Involvement & Engagement Source: Blue Ridge Academy Climate Survey Parent Responses	Blue Ridge Academy Climate Survey	548	Data Not Yet Available		1500	952
Student Responses	Blue Ridge Academy Climate Survey	300	Data Not Yet Available		500	200
Staff Responses	Blue Ridge Academy Climate Survey	487 (96%)	Data Not Yet Available		100%	4%
Overall Responses	Blue Ridge Academy Climate Survey	1335	Data Not Yet Available		2460	1,125

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

Planned Action:

Action item #1 focused on developing systems and training to increase awareness and utilization of the available support for three specific student groups (FYHM, EL, and Low-Income students) within the school.

Actual Implementation:

We have provided EL PD to HSTs and case managers at Professional Learning Community meetings regarding implementation. Blue Ridge has provided EL office hours to support all staff. The HMFY Team conducted HMFY presentations during the all-staff meetings in October and February. The Mental Health Team presented at the All Staff and Student Services/ SPED conference in addition to school-wide meetings. Additionally, we have included updated HMFY processes into our staff handbook to ensure that clear policies and procedures are followed for the benefit of our students and families.

Planned Action:

Action item #2 was to adopt and implement a research-based and standards-aligned ELD Curriculum for students in TK-12+ to increase language acquisition and LTELs.

Actual Implementation:

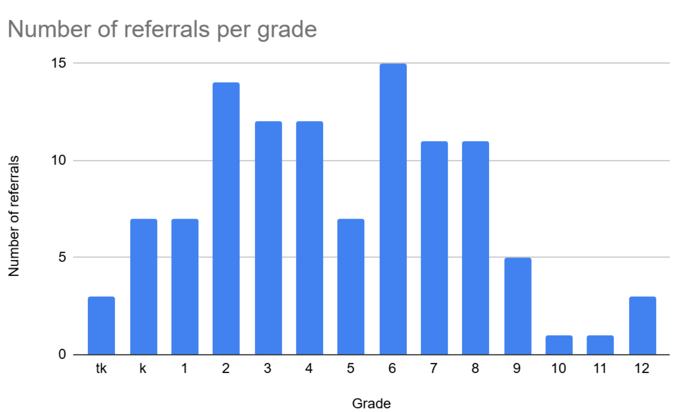
As of spring 2025, Blue Ridge Academy adopted the English 3D curriculum to address the distinct needs of our students. The curriculum's successes and challenges will be determined over time by the school since we are in the early phases of its implementation.

Planned Action:

The scope of action item #3 is to increase awareness of the SEL Positive Action group offering to all students with an increased percentage of referrals from Low Income students.

Actual Implementation:

This year, we began tracking referral data to capture the unduplicated student population for the SEL Positive Action group. Positive Action information has been provided through various modalities, including the weekly newsletter, parent notices, the Parent Information Center, and during all staff meetings. Information regarding the group was presented at the Special Education Parent workshops. As of 5/1/25, the total number of positive action referrals is 123, and 61 of the referrals are for low-income students. The current grade-level distribution of referrals is below.



Planned Action:

The intent for action item #3 was to add additional writing support classes and academic vocabulary classes to increase English language proficiency progress, attendance, and language acquisition to further support LTELs. For the 23/24 school year, 62% of our English Learners attended live synchronous instruction. Communication with families and HSTs to build awareness of the live synchronous instruction was continued.

Actual Implementation:

Additional Writing support classes were implemented for students in grades 3-12. Currently, 27% (21/78 students) of our English Learner population is classified as Long-Term English Learners (LTELs). Additional Academic Vocabulary classes were implemented in the 24/25 school year to further support LTEL students. Monthly English Learner parent meetings were held to build awareness and open opportunities for parent engagement.

Planned Action:

The desired outcome for action item #5 was to 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.

Actual Implementation:

Actions taken include the implementation of a new student services procedure that requires baseline data starting Spring 2025 using an evidenced-based tier 2 curriculum pre and post formative assessments to determine needs and monitor growth. Additionally, the implementation of the new Math 180 curriculum is in place with continued mandatory training for all teachers involved to ensure the effectiveness and implementation of the curriculum. This training has been set up for staff to be provided directly by the publisher to ensure fidelity of implementation and accuracy in material use.

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.

The total budgeted amount across actions 4.1, 4.2, 4.3, 4.4, and 4.5, totaled **$745,000**, while estimated actual expenditures reached approximately **$342,496**, resulting in an **underspend of over $400,000**.

This material difference was primarily due to:

***Implementation of additional professional development and curriculum initiatives** (e.g., Positive Action, English 3D, and MTSS trainings).

***Lower-than-expected usage of curriculum licenses** and associated services, such as Read Naturally and Handwriting Without Tears, particularly in the first half of the year.

Explanation of Differences in Planned vs. Estimated Actual Percentages of Improved Services:

The **Planned Percentage of Improved Services** under Goal 4 assumed full-scale implementation of Tier 2 academic and social-emotional supports. However, the Estimated Actual Percentage fell below that target, primarily due to the continued planning to rollout training over a 2 year period.

Nonetheless, the actions that were implemented had meaningful impact:

***Initial deployment of Math 180 and Read Naturally interventions** began addressing foundational skill gaps among Low-Income and EL students.

*Staff received **targeted training in trauma-informed practices and MTSS**, laying groundwork for expanded service delivery in the 2025–26 cycle.

***Tiered counseling and SEL supports** were initiated in priority areas, but not fully scaled to all intended student groups based on a 3-year rollout plan.

The underutilization of funds was not due to a shift in commitment, but rather logistical delays in implementation. These funds and services are expected to be realigned and scaled in the 2025–26 LCAP cycle to more fully meet the needs identified in the school's needs assessment.

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

1. There has been an increase in communication between staff and the HMFY team. The HMFY team has updated the handbook and has a dedicated email address. This email has aided in increasing communication. We will continue training in both large and small groups to ensure staff feel supported and knowledgeable in the HMFY identification and referral process. Additionally, we are looking at the current practice of gathering information on students who may qualify for HMFY support. We are looking at gathering and analysing data from additional sources, such as a housing survey, in addition to the currently utilized Proof of Residence (POR) and staff referrals. This will ensure that all students who qualify are identified and able to fully access the support systems that Blue Ridge provides.

Regarding SST referrals and support, we've found that some parents are hesitant to engage in the SST process due to concerns about students being labeled. Additionally, some staff members feel that submitting an SST referral may reflect negatively on their ability to support their students effectively. Our goal is to reduce the stigma associated with SST referrals and to provide additional training for Blue Ridge staff to help them feel confident in making referrals. As part of this training, we plan to review the current checklist and screeners in use. This review will help ensure Tier 1 supports are being implemented with fidelity, which in turn will build confidence in submitting appropriate Tier 2 referrals.

With increased staff understanding and knowledge of the intervention process, they will be able to communicate and share with LC's. Our HSTs have wonderful relationships with LC's and with the HSTs support, our hope is that any negative stigma will be eliminated. HST's can share that students who are receiving intervention are not labeled in our Student Information Database.

2. Progress data is not yet available due to the recent adoption of the English 3D curriculum.

3. Currently the Mental health team has 50% low-income referrals for the Positive Action SEL group. Moving forward, we want to focus our monitoring on consistent attendance to look for attendance patterns within the unduplicated population. Looking at the attendance patterns will allow us to schedule classes during times that make attendance easier for the students, to ensure all students have equitable access to the program.

4. The additional writing classes were effective, at the end of the 23/24 school year, 58.2% of our English Learners made progress towards English Language Proficiency. This is a 9.2% increase from the previous school year, which is a direct correlation to the additional classes added.

Currently, 63% (5/1/25) of our English Learners attend English support classes. Currently, in the 2024 -25 school year, as of 5/1/25, 63% of our English Learners attend live synchronous English language sessions regularly. This is a 1% increase from the previous school year. We would like to increase this to 70%. To get a better understanding of attendance, Blue Ridge will administer surveys to families who are not attending live synchronous instruction to gather more information and feedback on attendance. The English Learner Coordinator will continue to communicate the importance of attendance through monthly parent meetings, emails, phone calls, and continued collaboration with HSTs.

5. Previous progress monitoring efforts encountered numerous challenges in meeting fidelity standards. This impacted the reliability and validity of the data that had been collected. Moving forward, we have refined the process and are implementing a new system designed to ensure consistent implementation and accurate data collection.

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.

1. Supply HSTs with a survey at the beginning/end of the year to assess needed Professional Development on ways to support English Learners and provide the development.

Build awareness for current SEL programs and provide more access to resources that the school already provides on a wider scale.

2. Dive deeper into the newly adopted ELD curriculum to utilize the vast expanse of resources it offers.

3. Begin measuring student growth within the Positive Action class by skill development. Progress monitoring is challenging due to the fluid enrollment and constant changes in attendance.

When reviewing LCAP parent surveys, student surveys, and during the student and parent advisory groups, a common theme was that there is a desire for additional in-person socialization opportunities for middle and high school students. This would increase peer interaction, friendships, and engagement in the Blue Ridge community. We are having an internal discussion on having in-person recruitment for the virtual Positive Action classes at community connection events. In addition, we are looking into organizing a Positive Action in-person meetup that can take place during the community connections, field trips, or other Blue Ridge events.

4. Currently, in the 2024 -25 school year, as of 5/1/25, 63% of our English Learners attend live synchronous English language sessions regularly. This is a 1% increase from the previous school year. To better understand and increase attendance, Blue Ridge will administer

surveys to families who are not attending live synchronous instruction to gather more information and feedback on attendance. The English Learner Coordinator will continue to communicate the importance of attendance through monthly parent meetings, emails, phone calls, and continued collaboration with HSTs and support staff.

5. We want to enhance training for HSTs to ensure Tier 1 instruction is implemented with fidelity, while also providing clear information about MTSS and what Tier 2 support entails. Additionally, we aim to increase referrals to math intervention for struggling unduplicated students.

To support this effort, we may consider developing synchronous Tier 1 math instruction led by HSTs. This would help ensure Tier 1 supports are consistently and effectively delivered, providing a stronger foundation for all students.

We also want to look at having a bridge between content specialists and the SST. If there are students who are struggling and consistently attending office hours, utilizing the prerecorded lessons or skill-focused presentations, a discussion regarding an SST might be beneficial.

HSTs have shared feedback expressing a preference for grade-level specific rosters, highlighting the challenge of balancing continuity with the broad span of curriculum across TK–12. This feedback warrants an internal discussion on how we can better support HSTs and address these concerns.

To improve how consistently Tier 1 supports are used, we will increase training for content specialists, HSTs, and LCs. This training will focus on building a deeper understanding of what it looks like when Tier 1 is implemented correctly. By clarifying this, we can better determine when it's appropriate to consider referring a student to SST. The training will provide explicit guidance and share current best practices for the SST referral process, including the use of the SST referral checklist (which outlines Tier 1) and the prescreener checklist. Decisions about SST referrals should be made collaboratively with the HST, LC, and RC to ensure the best course of action. Additionally, if a student scores in the yellow or red color band for the Star 360 diagnostic, we will suggest to HSTs and LCs that a supplemental personalized online learning path, such as IXL, be utilized to further student progress. Furthermore, we will incorporate opportunities for staff to reflect on their own referral patterns.

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: **LREBG**	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 **LREBG** This action is funded in part by LREBG funds. It provides targeted math intervention (Math 180) for Low-Income students, in alignment with EC Section 32526(c)(2). The action addresses foundational math skill deficits identified through local benchmark data and is designed to accelerate student progress through structured, high-impact instructional supports. $500,000	$606,989	Y

Insert or delete rows, as necessary.

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
$74086665	$6459050

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
8.718%	0%	$0	8.718%

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

Goal 1 Action 1	According to the 2024 CA Dashboard statewide assessment data, our LEA-wide student performance range increased to the mid range, ‘yellow’. indicating an increase in achievement towards the standard expectation in the areas of ELA and Mathematics. 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. 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.	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. 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.	-We will monitor the percentage of English learner pupils who make progress toward English Proficiency; or any subsequent assessment of English proficiency. -Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.

Goal 1 Action 3	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. 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. 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.	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’. 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. 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. 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.	-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.

Goal 4 Action1	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 support available for HMFY, EL and Low-income students using a similar approach. We believe that increased awareness of the available support 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.	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.	We will monitor progress in increasing Mathematics scores for socioeconomically disadvantaged students (Low Income) using Tier 2 interventions. (Goal 4, metric #3)

Goal 4 Action 2	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. We believe that increased awareness of the available support 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.	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. We plan to adopt and implement a research-based and standards-aligned curriculum TK-12th ELD Curriculum to increase language acquisition and LTELs.	We will monitor progress by ensuring all EL students have access to targeted ELD curriculum and monitoring progress using EL interventions. (Goal 4, metric #5)
Goal 4 Action 3	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. 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.	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.	We will monitor the attendance rate of Low Income students referred to the SEL Positive Action program. (Goal 4, metric #4)

Goal 4 Action 4	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. We believe that increased awareness of the available support 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.	Adding additional writing support classes to increase English language proficiency progress, attendance, and language acquisition to further support LTELs.	We will monitor progress made by EL and LTEL students specifically on reading and writing testing areas based on the increased class additions. (Goal 4, metric #5)
Goal 4 Action 5	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. We believe that increased awareness of the available support 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.	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.	We will monitor progress using a data driven approach of low income students within the tier 2 Math intervention classes. (Goal 4, metric #3)
Goal 1, Action 1.3: Student Instruction and Tutoring	Low performance in math and ELA among ELs, Foster Youth, and Low-Income students, as shown in local benchmark and CAASPP data.	This action provides targeted one-on-one and small-group tutoring, online academic resources, and vendor-based intervention services. It is offered LEA-wide to ensure equitable access across all campuses and flexible delivery formats to reach students in independent study.	CAASPP ELA/Math scores, STAR 360 growth data, tutoring participation logs, progress monitoring records
Goal 2, Action 2.1: Counselor & Progress Coordinator Support	Disproportionate graduation and A–G completion rates for unduplicated pupils, especially Foster Youth and Low-Income students.	Counselors and Progress Coordinators provide academic advising, CCR planning, and progress monitoring. Services are delivered LEA-wide to align transitions and ensure system-wide support for all high-risk students.	Graduation rates, A–G completion rates, college/career indicator (CCI), student advising documentation

Goal 3, Action 3.1: Communication and Engagement	EL and Low-Income families reported barriers in accessing timely communication and school updates.	Enhancing communication through translated newsletters, virtual parent nights, and multi-language digital tools ensures all families can engage with school services. Provided LEA-wide to maintain equity and consistency across the system.	Family survey responses, participation in engagement events, frequency of translated materials sent

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, Action 4.5: Low-Income Tier 2 Math Support	Low proficiency in foundational math skills among Low-Income students, as identified through STAR 360 and CAASPP math results.	Implements *Math 180*, a research-based math intervention program, delivered in small group settings with progress checks and fidelity measures.	Math 180 usage data, pre/post assessments, CAASPP math scores
Goal 4, Action 4.3: SEL Curriculum & Referrals	Increased social-emotional and behavioral needs among Foster Youth and Low-Income students post-pandemic.	Deploys targeted SEL curriculum (e.g., Positive Action) and referral systems to connect students with counseling and behavioral supports.	SEL screener results, counseling referral logs, attendance and discipline data
Goal 4, Action 4.2: English Learner Curriculum & Supports	EL students demonstrate slower growth on ELPAC and limited access to differentiated language supports.	Provides curriculum (e.g., English 3D), dedicated EL support classes, and coaching for teachers to strengthen language acquisition outcomes.	ELPAC scores, reclassification rates, EL progress monitoring assessments

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	82.83:1	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	17.89:1	[Provide ratio here]

25-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
25-26	$ 79,823,185	$ 6,393,727	8.010%	0.000%	8.010%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,585,000	$ 2,431,988	$ -	$ -	$ 9,016,988.00	$ 7,000,590	$ 2,016,398

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Professional Development	All	Yes	Schoolwide	All	LEA	Annual	$ -	$ 500,000	$ 500,000	$ -	$ -	$ -	$ 500,000	0.000%
1	2	Parent Education and Resources	All	Yes	Schoolwide	All	LEA	Annual	$ -	$ 400,000	$ 400,000	$ -	$ -	$ -	$ 400,000	0.000%
1	3	Student Instruction & Tutoring	All	Yes	Schoolwide	English Learners and Foster Youth	LEA	Annual	$ 4,800,000	$ 400,000	$ 3,200,000	$ 2,000,000	$ -	$ -	$ 5,200,000	0.000%
1	4	Student Recognition	All	Yes	Schoolwide	All	LEA	Annual	$ 200,000	$ 100,000	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
2	1	Professional development specific to Progress Coordinators and high school students	All	Yes	Schoolwide	All	LEA	Annual	$ 300,000	$ -	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
2	2	Professional development: Bridging Middle School & High School transition support	All	Yes	Schoolwide	All	LEA	Annual	$ 500,000	$ -	$ 500,000	$ -	$ -	$ -	$ 500,000	0.000%
2	3	Counselor Support professional development	All	Yes	Schoolwide	All	LEA	Annual	$ 150,000	$ 50,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
3	1	Enhance Communication Channels	All	Yes	Schoolwide	All	LEA	Annual	$ 200,000	$ -	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
3	2	Strengthen Partnerships and Engagement	All	Yes	Schoolwide	All	LEA	Annual	$ 240,000	$ -	$ 240,000	$ -	$ -	$ -	$ 240,000	0.000%
4	1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	All	Yes	Schoolwide	English Learners and Low-Income	LEA	Annual	$ -	$ 400,000	$ 400,000	$ -	$ -	$ -	$ 400,000	0.000%
4	2	ELD curriculum	All	Yes	Schoolwide	English Learners	LEA	Annual	$ 90,000	$ 30,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
4	3	Increase SEL Positive Action referrals	All	Yes	Schoolwide	All	LEA	Annual	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	4	Increase EL Support Classes	All	Yes	Schoolwide	English Learners	LEA	Annual	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
4	5	Low Income Tier 2 Support	All	Yes	Schoolwide	Foster Youth and Low-Income	LEA	Annual	$ 520,590	$ 86,398	$ 175,000	$ 431,988	$ -	$ -	$ 606,988	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

25-26 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
$ 79,823,185	$ 6,393,727	8.010%	0.000%	8.010%	$ 6,585,000	8.010%	8.010%	**Total:**	$ 6,585,000
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ -

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

24-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,785,474.84	$ 6,021,616.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional Development	Yes	$ 1,078,756	$ 500,000
1	2	Parent Education and Resources	Yes	$ 874,706	$ 400,000
1	3	Student Instruction & Tutoring	Yes	$ 2,772,680	$ 3,200,000
1	4	Student Recognition	Yes	$ 616,021	$ 36,616
2	1	Professional development specific to Progress Coordinators and high school students	Yes	$ 64,831	$ 300,000
2	2	Professional development: Bridging Middle School & High School transition support	Yes	$ 476,545	$ 200,000
2	3	Counselor Support professional development	Yes	$ 173,669	$ 200,000
3	1	Enhance Communication Channels	Yes	$ 204,448	$ 200,000
3	2	Strengthen Partnerships and Engagement	Yes	$ 525,168	$ 240,000
4	1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	Yes	$ 391,283	$ 400,000
4	2	ELD curriculum	Yes	$ 163,819	$ 120,000
4	3	Increase SEL Positive Action referrals	Yes	$ 120,538	$ 20,000
4	4	Increase EL Support Classes	Yes	$ 67,716	$ 30,000
4	5	Low Income Tier 2 Support	Yes	$ 255,296	$ 175,000
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -

24-25 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)
$ 6,916,839	$ 7,785,475	$ 6,021,616	$ 1,763,859	0.000%	0.000%	0.000% - 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	Yes	$ 1,078,756	$ 500,000.00	0.000%	0.000%
1	2	Parent Education and Resources	Yes	$ 874,706	$ 400,000.00	0.000%	0.000%
1	3	Student Instruction & Tutoring	Yes	$ 2,772,680	$ 3,200,000.00	0.000%	0.000%
1	4	Student Recognition	Yes	$ 616,021	$ 36,616.00	0.000%	0.000%
2	1	Professional development specific to Progress Coordinators and high school students	Yes	$ 64,831	$ 300,000.00	0.000%	0.000%
2	2	Professional development: Bridging Middle School & High School transition support	Yes	$ 476,545	$ 200,000.00	0.000%	0.000%
2	3	Counselor Support professional development	Yes	$ 173,669	$ 200,000.00	0.000%	0.000%
3	1	Enhance Communication Channels	Yes	$ 204,448	$ 200,000.00	0.000%	0.000%
3	2	Strengthen Partnerships and Engagement	Yes	$ 525,168	$ 240,000.00	0.000%	0.000%
4	1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	Yes	$ 391,283	$ 400,000.00	0.000%	0.000%
4	2	ELD curriculum	Yes	$ 163,819	$ 120,000.00	0.000%	0.000%
4	3	Increase SEL Positive Action referrals	Yes	$ 120,538	$ 20,000.00	0.000%	0.000%
4	4	Increase EL Support Classes	Yes	$ 67,716	$ 30,000.00	0.000%	0.000%
4	5	Low Income Tier 2 Support	Yes	$ 255,296	$ 175,000.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

24-25 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)
$ 84,455,059	$ 6,916,839	0.000%	8.190%	$ 7,785,475	0.000%	9.218%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)]; and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)].
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information] web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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];
    - 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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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.
    - o 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,

- o 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:
    - o 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) 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:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.
  - 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).
  - 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.
  - Indicate the school year to which the baseline data applies.
  - 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.
  - 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.

- 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.
  - 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.
  - 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.
  - 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

For English Learners and Long-Term English Learners

- 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.

    - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:

    - 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.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of 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)**
  - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - o 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 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)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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