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

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Blue Ridge Academy
CDS code:	15 63628 0134312
LEA contact information:	Samantha Haynes (805) 638-7321 samantha.haynes@theblueridgeacademy.com
Coming School Year:	2026-2027
Current School Year:	2025-2026

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

Projected General Fund Revenue for the 2026-2027 School Year	**Amount**
Total LCFF funds	$ 94,540,912
LCFF supplemental & concentration grants	$ 6,632,095
All other state funds	$ 17,320,148
All local funds	$ -
All federal funds	$ 1,169,374
Total Projected Revenue	$ 113,030,434

Total Budgeted Expenditures for the 2026-2027 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 103,637,290
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	$ 94,620,302

Expenditures for High Needs Students in the 2025-2026 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 9,016,988
Actual Expenditures for High Needs Students in LCAP	$ 7,592,642

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses associated with the Operations of the school and education of children not a part of the LCAP.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-2026 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-2026.	Much of the decrease is associated with reduced amount of LREBG funds in fiscal year 2026-2027

LCFF Budget Overview for Parents

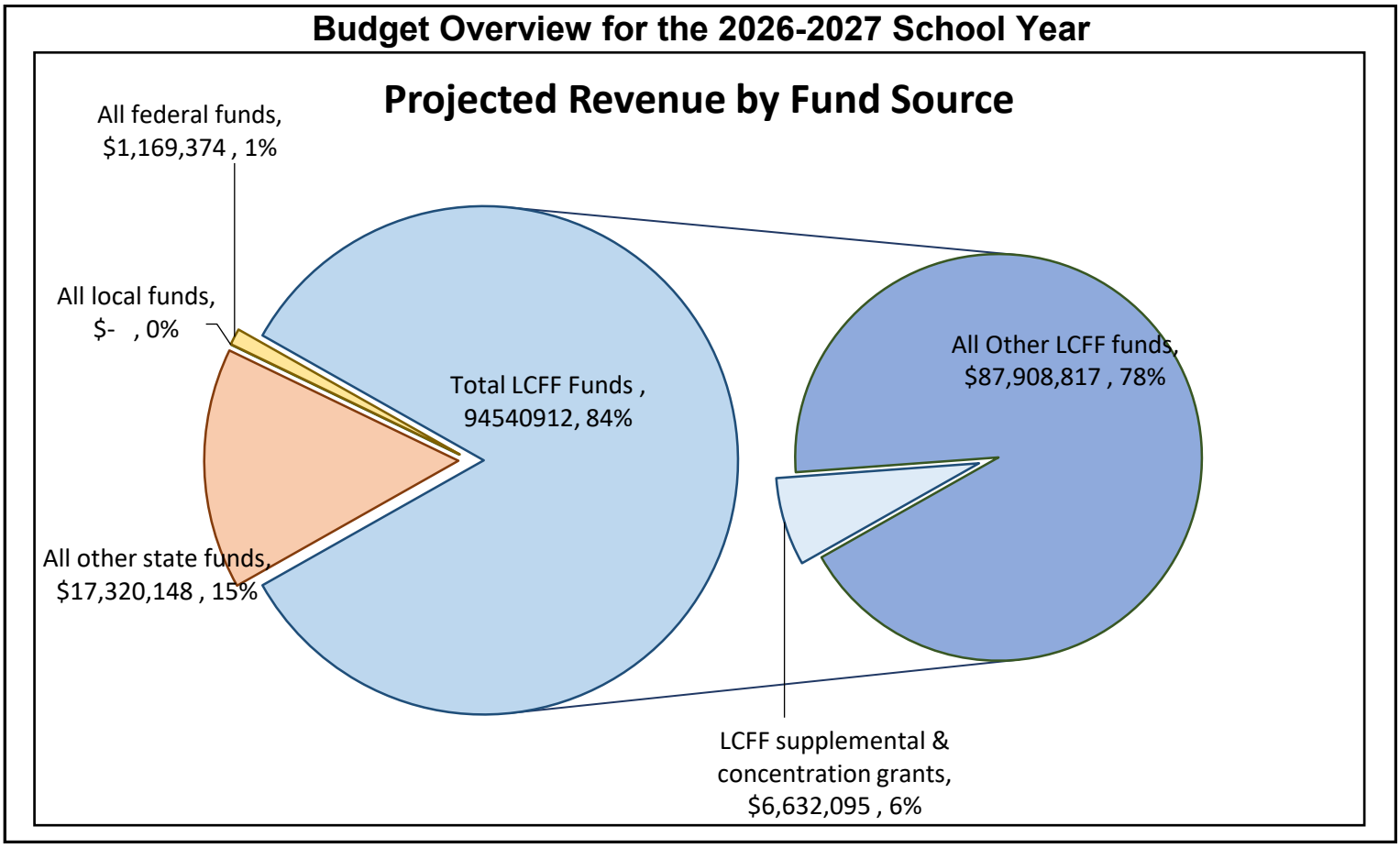
Local Educational Agency (LEA) Name: Blue Ridge Academy

CDS Code: 15 63628 0134312

School Year: 2026-2027

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

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).

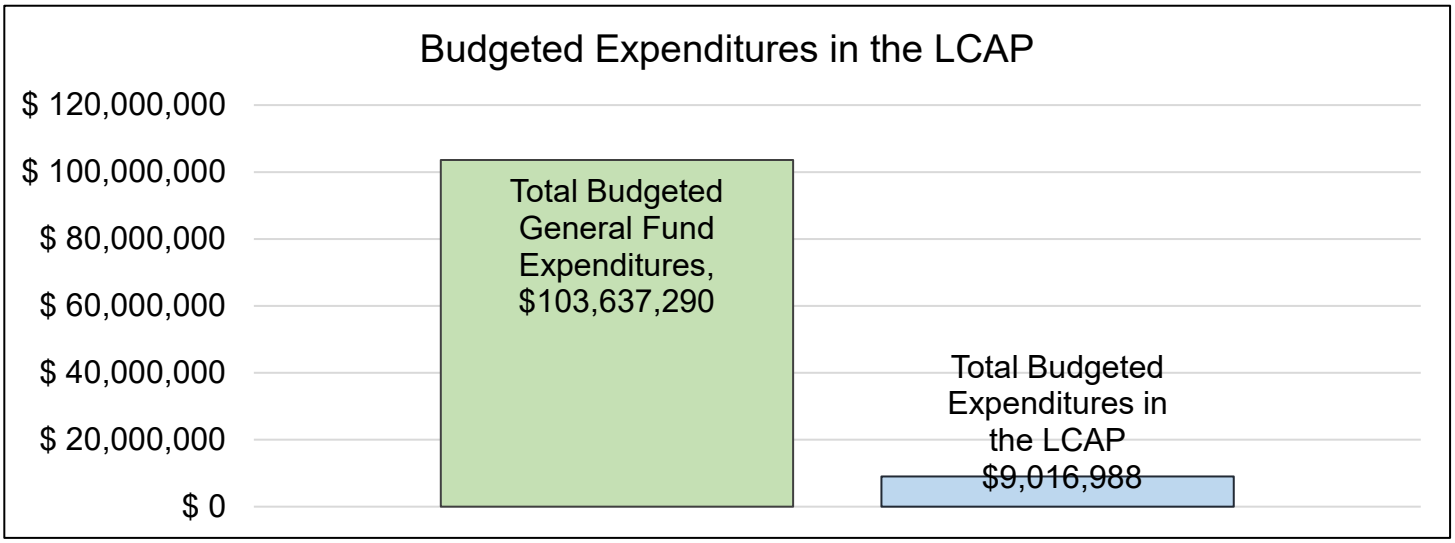


This chart shows the total general purpose revenue Blue Ridge Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blue Ridge Academy is $113,030,434.00, of which $94,540,912.00 is Local Control Funding Formula (LCFF), $17,320,148.00 is other state funds, $0.00 is local funds, and $1,169,374.00 is federal funds. Of the $94,540,912.00 in LCFF Funds, $6,632,095.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Blue Ridge Academy plans to spend for 2026-2027. 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 $103,637,290.00 for the 2026-2027 school year. Of that amount, $9,016,988.00 is tied to actions/services in the LCAP and $94,620,302.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

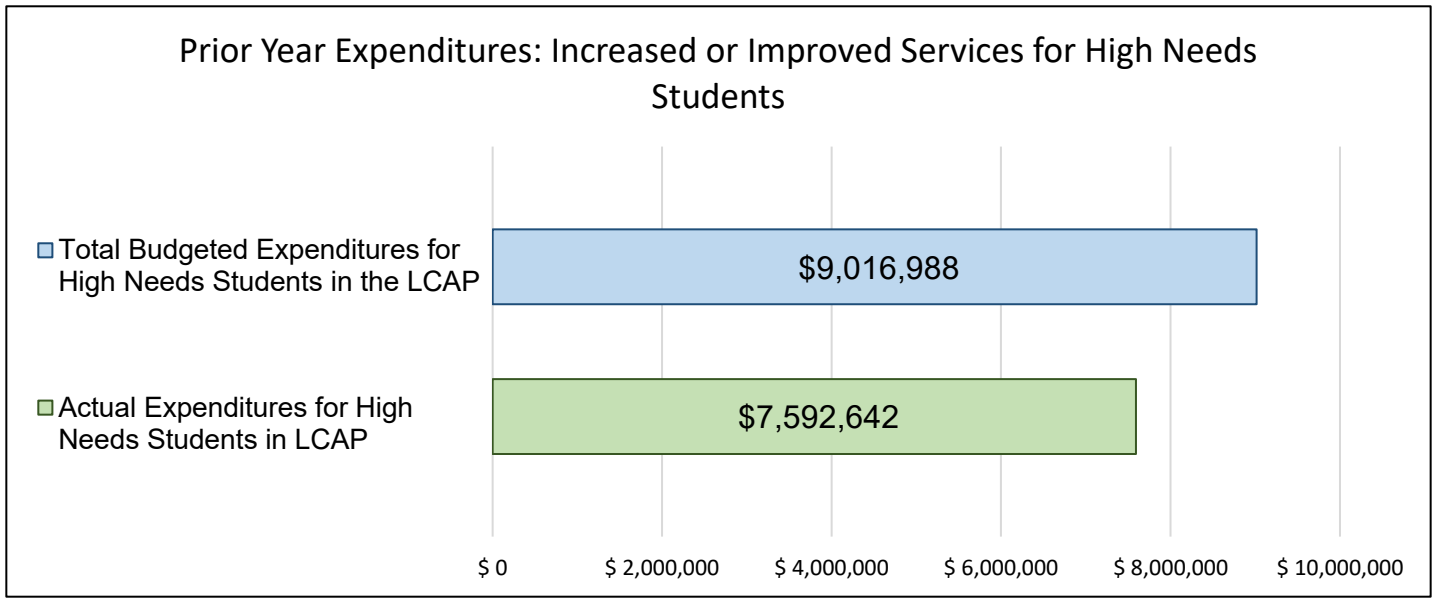
Expenses associated with the Operations of the school and education of children not a part of the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Blue Ridge Academy is projecting it will receive $6,632,095.00 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.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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 2025-2026, Blue Ridge Academy's LCAP budgeted $9,016,988.00 for planned actions to increase or improve services for high needs students. Blue Ridge Academy actually spent $7,592,642.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $1,424,346.00 had the following impact on Blue Ridge Academy's ability to increase or improve services for high needs students:

Much of the decrease is associated with reduced amount of LREBG funds in fiscal year 2026-2027

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 Assistant Superintendent	loretta.burns@theblueridgeacademy.com 626-250-9611

Plan Summary 2026-2027

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 enrollment has maintained and averages between 7200-7800 students over the past three years. Within the 2025/26 school year, we have approximately 7230 students. Currently we have 509 employees: 388 certified teachers and 121 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:

Grade Level	# of students
1	**695**
2	**689**
3	**690**
4	**683**
5	**675**
6	**631**
7	**622**
8	**556**
9	**334**
10	**235**
11	**219**
12	**176**
KN	**565**
TK	**460**
Total	**7230**

Diverse Student Population:

School Demographics 2025-2026

2025-2026

Student Groups	#	%
English Learners	64	0.90%
Foster Youth	4	0.06%
Homeless	18	0.20%
Socio-Economically Disadvantaged	2729	36.90%
Students with Disabilities	593	8.00%

Race/Ethnicity	#	%
African American	290	3.90%
American Indian	17	0.20%
Asian	421	5.70%
Filipino	112	1.50%
Hispanic	2945	39.80%
Two or More Races	638	8.60%
Pacific Islander	25	0.30%
White	2788	37.70%
Decline to State	156	2.10%

Reflections: Annual Performance

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

A review of the California School Dashboard and local data indicates that Blue Ridge Academy continued to demonstrate overall academic growth and strong student engagement during the 2024–2025 school year, while also identifying targeted areas for continued improvement among specific student groups.

In English Language Arts (ELA), Blue Ridge Academy students who met or exceeded state standards totaled 44.48%, while 32.16% scored below standard. The school increased overall performance by 8.6 points and is now 22.9 points below standard. This reflects continued academic recovery and growth. Student subgroup performance also showed gains, including English Learners, who increased by 7.8 points, Hispanic students, who increased by 14.5 points, and Students with Disabilities, who increased significantly by 36.3 points. Notably, Students with Disabilities improved from the red performance band in 2022–2023 to orange in 2023–2024 and to yellow in 2024–2025, demonstrating meaningful progress.

In Mathematics, 28.66% of students met or exceeded standards, while 45.89% scored below standard. Overall mathematics performance increased by 9.6 points, though the school remains 63.9 points below standard. Subgroups also demonstrated growth, including English Learners, who increased by 16.4 points, and Students with Disabilities, who increased by 31.4 points. African American students increased by 34.6 points. While mathematics remains an area of need, these gains indicate that instructional supports and interventions are positively impacting student achievement.

English Learner performance remains a priority area. English Learners met or exceeded standards at 3.7% in ELA and 3.7% in Mathematics. This was a decline from the previous school year. Although formative assessment growth trends are positive with the implementation of a new curriculum (English 3D) positive, this subgroup continues to perform significantly below standard and will require continued targeted support, language development strategies, and intervention services.

Local assessment data from STAR 360 supports the positive academic trends. In Reading, 80% of students scored At or Above benchmark, with only 6% in Urgent Intervention. In Mathematics, 70% of students scored At or Above benchmark, with 7% in Urgent Intervention. These results suggest that many students are demonstrating grade-level readiness, while also identifying students who require additional intervention and progress monitoring.

Blue Ridge Academy also maintained exceptional engagement outcomes, with a chronic absenteeism rate of 0.39% for the 2024–2025, which decreased to 0.30% in the 2025-26 school year. This extremely low rate reflects strong family partnerships, effective attendance monitoring systems, and high levels of student connection to the school program.

Overall, Blue Ridge Academy’s annual performance reflects a school that is making measurable progress in student achievement while maintaining strong attendance and engagement outcomes. Continued focus will be placed on mathematics achievement, English Learner performance, and narrowing achievement gaps for student groups while sustaining the academic growth demonstrated this year.

White students demonstrated a decline in overall performance during the 2024–2025 school year and will remain an area of focus for Blue Ridge Academy. In English Language Arts, White students declined to 33.2 points below standard, placing the subgroup in the Yellow performance band. In Mathematics, White students declined to 69.1 points below standard, also in the Yellow band. While the subgroup remains in the Yellow performance level, the decrease in distance from standard indicates a need for renewed attention and targeted support.

The decline may reflect increased rigor of state standards, learning gaps carried over from prior years, and inconsistent mastery of grade-level standards in reading comprehension, written expression, mathematical reasoning, and problem-solving. Mathematics performance indicates a greater area of concern than ELA, with a larger distance from standard.

To address these outcomes, Blue Ridge Academy will continue strengthening core instruction, increasing targeted intervention opportunities, utilizing STAR 360 benchmark data to identify skill deficits early, and providing differentiated supports aligned to student needs. Additional emphasis will be placed on mathematics acceleration strategies, progress monitoring, and family partnership to support academic consistency. Socioeconomically Disadvantaged students demonstrated some academic growth; however, this subgroup continues to perform below standard and remains an important priority area. In English Language Arts, Socioeconomically Disadvantaged students increased performance but remain 45.4 points below standard in the Yellow band. In Mathematics, the subgroup also improved but remains 90.4 points below standard, also in the Yellow band. These results suggest that while progress is occurring, additional supports are needed to address persistent achievement gaps, particularly in mathematics.

Homeless youth and Foster Youth remain priority student populations requiring continued academic, social-emotional, and wraparound support. Due to small student population sizes, Dashboard data may be limited or not reported publicly in some areas; however, Blue Ridge Academy continues to monitor local data, engagement, attendance, course progress, and individualized academic outcomes for these students. The school recognizes that housing instability, trauma, placement changes, transportation barriers, and interrupted schooling can significantly impact achievement and school connectedness.

To address the needs of Socioeconomically Disadvantaged students, Homeless Youth, and Foster Youth, Blue Ridge Academy will continue providing individualized academic interventions, counseling support, case management, access to community resources, technology support, family outreach, and targeted progress monitoring. Additional emphasis will be placed on reducing barriers to participation, increasing consistency in instruction, and accelerating learning in foundational reading and mathematics skills.

The school remains committed to ensuring educational equity and improving outcomes for all student groups through responsive systems of support, strong family partnerships, and data-driven decision making. This includes remaining committed to reversing the decline in performance for White students while sustaining growth across all student groups.

Student Group Report for 2023

↻ Pivot Data

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

Student Group Report for 2024

Pivot Data by :

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	--

Student Group Report for 2025

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

N/A: Not Applicable

-- : No Performance Level

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.
5 Full Implementation and Sustainability: English Language Arts – Common Core State Standards for English Language Arts
5 Full Implementation and Sustainability: English Language Development (Aligned to English Language Arts Standards)
5 Full Implementation and Sustainability: Mathematics – Common Core State Standards for Mathematics
5 Full Implementation and Sustainability: Next Generation Science Standards

5 Full Implementation and Sustainability: History - Social Science

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.
5 Full Implementation and Sustainability: English Language Arts – Common Core State Standards for English Language Arts
5 Full Implementation and Sustainability: English Language Development (Aligned to English Language Arts Standards)
5 Full Implementation and Sustainability: Mathematics – Common Core State Standards for Mathematics
5 Full Implementation and Sustainability: Next Generation Science Standards
5 Full Implementation and Sustainability: History - Social Science

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).
5 Full Implementation and Sustainability: English Language Arts – Common Core State Standards for English Language Arts
5 Full Implementation and Sustainability: English Language Development (Aligned to English Language Arts Standards)
5 Full Implementation and Sustainability: Mathematics – Common Core State Standards for Mathematics
5 Full Implementation and Sustainability: Next Generation Science Standards
5 Full Implementation and Sustainability: History - Social Science

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
5 Full Implementation And Sustainability: Health Education Content Standards
5 Full Implementation And Sustainability: Physical Education Model Content Standards
5 Full Implementation And Sustainability: Visual and Performing Arts
5 Full Implementation And Sustainability: 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).
5 Full Implementation And Sustainability: Identifying the professional learning needs of groups of teachers or staff as a whole
5 Full Implementation And Sustainability: Identifying the professional learning needs of individual teachers
5 Full Implementation And Sustainability: Providing support for teachers on the standards they have not yet mastered

Building Relationships between School Staff and Families
4 Full Implementation: Progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5 Full Implementation and Sustainability: Progress in creating welcoming environments for all families in the community.
5 Full Implementation and Sustainability: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
5 Full Implementation and Sustainability: Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Building Partnerships for Student Outcomes
5 Full Implementation and Sustainability: Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
5 Full Implementation and Sustainability: Progress in providing families with information and resources to support student learning and development in the home.
5 Full Implementation and Sustainability: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
5 Full Implementation and Sustainability: Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Seeking Input for Decision-making
4 Full Implementation: Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.
4 Full Implementation: Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
4 Full Implementation: Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
4 Full Implementation: Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Use of Learning Recovery Emergency Block Grant (LREBG) Funds

The Local Resource Equity Block Grant (LREBG) funds were allocated over a three-year period to support targeted actions and services aligned to student needs. Expenditures included $600,000 in 2023–24, $2,964,432 in 2024–25, and $2,026,746 in 2025–26, for a total investment of $5,591,178. These funds were fully expended and strategically utilized to enhance programs, expand supports, and improve outcomes for students, including those receiving specialized services.

In alignment with EC Section 52064.4, LREBG funds supported the implementation of identified goals and actions within the LCAP, ensuring resources were directed toward addressing student needs and improving overall student outcomes as indicated below.:

● 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 the 2026-27 LREBG funds ($295.609), Blue Ridge Academy expects to continue 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: 10/22/25, 12/10/25, 1/7/26, 1/21/26, 2/4/26, 2/18/26, 3/18/26, 5/13/26, in addition to the advisory group dates included. Students, staff, parents and community members were encouraged to attend the Educational Partners presentation on 1/21/26 and 3/18/26. The principal, vice 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:9/16/25, 11/4/25, 1/13/26, 4/21/26. Certificated DELAC members presented at the following public meeting dates: 9/23/25, 11/18/25, 1/20/26 and 4/28/26.
Principal, Vice Principal & Administrators	The principal, Vice Principal, and administrative team were actively engaged in the development of the 2026-27 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 to 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, Field Trip, and Testing events in the 2025-26 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 1/21/26 and 3/18/26. 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 3/4/26.

Parents and/or Learning Coaches	Climate Surveys were provided at all Community Connection, Field Trip, and Testing events in the 2025-26 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 1/21/26 and 3/18/26. Parents and Learning Coaches also participate as members of the LCAP Advisory group held on 3/4/26. 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:9/16/25, 11/4/25, 1/13/26, 4/21/26. Classified DELAC members presented at the following public meeting dates:9/23/25, 11/18/25, 1/20/26 and 4/28/26. 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 on 2/24/26. 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 during the oversight planning meetings throughout the school year with the Principal and Vice Principal 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.

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

The development of the adopted LCAP was directly influenced by input from educational partners, including parents, staff, and students, gathered through collaborative meetings and ongoing engagement opportunities.

Educational partners emphasized the importance of increased family support, communication, and access to resources to improve student outcomes. Parents and staff highlighted the need for more structured opportunities to collaborate, particularly around students who are not meeting expectations. In response, the school strengthened systems such as Non-Compliance (NC) meetings, where multidisciplinary teams, including administration, work collaboratively to identify barriers and develop targeted action plans to support student success.

Educational partner feedback also identified a need for expanded academic and social-emotional supports. As a result, the LCAP includes actions that provide:

*Learning centers and targeted academic support across grade bands

*Weekly social skills classes and access to mental health and counseling services

*Online resource supports for high school students

*Referrals to additional support providers in real time during team meetings

Families expressed a desire for more consistent communication and engagement opportunities. In response, the school enhanced:

*Weekly check-in communication from case managers

*Monthly parent workshops and curriculum connection meetings

*Office hours and parent support opportunities

*Family engagement events such as Parent Summits and Open House

Additionally, feedback supported increasing accessibility through expanded digital communication and media presence, including the use of school applications and social media platforms to keep families informed and connected.

Input from families of English Learners further influenced the inclusion of DELAC meetings, parent education opportunities, and targeted instructional supports for multilingual students.

Overall, educational partner feedback directly informed the development of actions and services within the LCAP by prioritizing family engagement, targeted academic and social-emotional supports, and improved communication systems, ensuring a more responsive and inclusive approach to meeting student needs.

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	100% of teachers are appropriately assigned and credentialed		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	100% of students have access to standard aligned instructional material		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	All facilities maintained in good repair		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)	ELA 44.48% Math 28.66%	Data Not Yet Available		ELA 58% Math 40%	Data Not Yet Available
African American	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 39.41% Math 19.71%	Data Not Yet Available		ELA 42% Math 25%	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)	ELA 39.91% Math 22.76%	Data Not Yet Available		ELA 52% Math 32%	Data Not Yet Available
Students with Disabilities	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 28.23% Math 12.94%	Data Not Yet Available		ELA 38% Math 27%	Data Not Yet Available
Foster Youth	CDE California Assessment of Student Performance and Progress (CAASPP)	No students in this category	Data Not Yet Available		ELA 66% Math 47%	Data Not Yet Available

Homeless	CDE California Assessment of Student Performance and Progress (CAASPP)	Data not displayed (fewer than 11 students)	Data Not Yet Available		ELA 10% Math 10%	Data Not Yet Available
Low Income Socioeconomically Disadvantaged students	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 38.82% Math 20.24%	Data Not Yet Available		ELA 47% Math 35%	Data Not Yet Available
English Learners	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 3.70% Math 3.70%	Data Not Yet Available		ELA 16% Math 19%	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: CALPADS	California Longitudinal Pupil Achievement data System (CALPADS)	37.8%	Data Not Yet Available		38%	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)	1.7%	Data Not Yet Available		1%	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)	0.4%	Data Not Yet Available		1%	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)	46.7% making progress (28/60)		61%	14.3%
4f. English learner reclassification rate Source: ELPAC through TOMS	ELPAC through TOMS	37.9% (30/79)	20% (12/60)		48%	28%
4g. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Grades: 9-12 Source: CollegeBoard	CollegeBoard	92.8% (13 out of 14 students)	Data Not Yet Available		1%	Data not yet available

4h. College & Career Readiness: Overall Grade: 12 Source: CA Dashboard	CA Dashboard	45.5%	Data Not Yet Available		46%	Data not yet available
African American	CA Dashboard	Data Not Provided From CDE For Privacy Reasons.	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	Data not yet available
Hispanic	CA Dashboard	42.5%	Data Not Yet Available		38%	Data not yet available
English Learner	CA Dashboard	Data Not Provided From CDE For Privacy Reasons.	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	Data not yet available
Foster Youth/Homeless	CA Dashboard	Data Not Provided From CDE For Privacy Reasons.	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	Data not yet available
Low Income	CA Dashboard	45.5%	Data Not Yet Available		59%	Data not yet available
Students with Disabilities	CA Dashboard	11.4%	Data Not Yet Available		7.5%	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	(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		(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	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services		100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	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	100% of programs and services developed are provided to individuals with exceptional needs		100% of programs and services developed are provided to individuals with exceptional needs	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	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		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%	At/Above Benchmark Fall 2025 Early Literacy 85% Math 76% Reading 80% Spring 2026 (preliminary) Early Literacy 77% or above Math 73% or above Reading 80% or above		At/Above Benchmark Early Literacy 92% Math 84% Reading 83%	At/Above Benchmark Fall 2025 Early Literacy 7% Math 8% Reading 3% Spring 2026 (preliminary) Early Literacy 15% Math 11% Reading 3%
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%	At/Above Benchmark Fall 2025 Early Literacy 84% Math 72% Reading 77% Spring 2026 (preliminary) Early Literacy 64% or above Math 68% or above Reading 77% or above		At/Above Benchmark Early Literacy 92% Math 79% Reading 79%	At/Above Benchmark Fall 2025 Early Literacy 8% Math 7% Reading 2% Spring 2026 (preliminary) Early Literacy 28% Math 11% Reading 2%

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 80% Math 60% Reading 74%	At/Above Benchmark Fall 2025 Early Literacy 73% Math 65% Reading 77% Spring 2026 (preliminary) Early Literacy 73% or above Math 65% or above Reading 79% or above		At/Above Benchmark Early Literacy 91% Math 73% Reading 77%	At/Above Benchmark Fall 2025 Early Literacy 18% Math 8% Reading 0% Spring 2026 (preliminary) Early Literacy 18% Math 8% Reading 2% over
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%	At/Above Benchmark Fall 2025 Early Literacy 54% Math 44% Reading 50% Spring 2026 (preliminary) Early Literacy 54% or above Math 58% or above Reading 67% or above		At/Above Benchmark Early Literacy 71% Math 54% Reading 53%	At/Above Benchmark Fall 2025 Early Literacy 17% Math 10% Reading 3% Spring 2026 (preliminary) Early Literacy 17% Math 4% over Reading 14% over
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%	At/Above Benchmark Fall 2025 Early Literacy 55% Math 48% Reading 33% Spring 2026 (preliminary) Early Literacy - Data Not Yet Available Math 35% or above Reading 40% or above		At/Above Benchmark Early Literacy 85% Math 55% Reading 55%	At/Above Benchmark Fall 2025 Early Literacy 30% Math 7% Reading 22% Spring 2026 (preliminary) Early Literacy - Data Not Yet Available Math 20% Reading 15%
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%	At/Above Benchmark Fall 2025 Data Not Yet Available Spring 2026 Data Not Yet Available		At/Above Benchmark Early Literacy 66% Math 85% Reading 85%	At/Above Benchmark Fall 2025 Data Not Yet Available Spring 2026 Data Not Yet Available

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%	At/Above Benchmark Fall 2025 Early Literacy 81% Math 70% Reading 76% Spring 2026 (preliminary) Early Literacy 81% or above Math 33% or above Reading 47% or above		At/Above Benchmark Early Literacy 92% Math 79% Reading 78%	At/Above Benchmark Fall 2025 Early Literacy 11% Math 9% Reading 2% Spring 2026 (preliminary) Early Literacy 11% Math 46% Reading 31%
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	46.7% making progress toward English language proficiency 20% RFEP		59% making progress toward English language proficiency	12.3%

Goal Analysis for 2025-2026

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.

Overall, Blue Ridge Academy successfully implemented the majority of its planned actions, with strong alignment between intended services and actual implementation. The school maintained a clear focus on improving systems, strengthening communication, and increasing both academic and social-emotional supports for students through ongoing collaboration with educational partners.

A key area of successful implementation was **professional development**, which became more intentional, structured, and responsive to staff feedback. Monthly trainings, expanded office hours, and Professional Learning Communities (PLCs) provided staff with opportunities to collaborate on curriculum, student support strategies, and communication practices. These efforts resulted in improved reporting accuracy, more consistent implementation of curriculum, and stronger cross-department collaboration. Additionally, leadership development opportunities and expanded committee work (e.g., DEI and CIM) further strengthened organizational capacity and alignment.

Implementation of **testing systems and supports** demonstrated significant progress. Increased coordination between general education, special education, and testing teams improved the accuracy of accommodations and ensured compliance with state and federal requirements. Enhanced planning, staff training, and proactive behavioral support strategies contributed to a more structured and supportive testing environment. These efforts led to measurable outcomes, including increased participation in statewide assessments, with SBAC participation rising from 95% to 99%, and significant gains in participation for students in the moderate-to-severe program on the CAA.

The school also effectively expanded **parent education and engagement opportunities**. Through initiatives such as Learning Coach Launch Week, E3 Parent Summits, Bear Essentials Podcasts, and ongoing departmental workshops and office hours, families were provided with consistent access to information and resources. These efforts strengthened communication, increased family involvement, and supported parents in their role as learning coaches. The Family Liaison program further enhanced community connections by offering individualized support, regional events, and resource navigation for families.

In the area of **student instruction and tutoring**, Blue Ridge expanded access to academic supports, including increased tutoring opportunities and access to content specialists. These supports provided students with more personalized instruction and contributed to improved academic performance and college and career readiness. Student recognition programs were also successfully implemented, reinforcing academic achievement, growth, and student engagement through both formal recognition and schoolwide events.

While implementation was largely effective, several **challenges** were identified. Staff reported feeling overwhelmed with testing preparation processes, and there was a need to streamline systems and improve organization. Additionally, timelines for verifying accommodations and designated supports required further refinement to reduce last-minute adjustments. Variability in synchronous instruction across general education teams highlighted the need for greater consistency in instructional delivery. The initial rollout of the early literacy screener also presented challenges, including lower participation rates as staff and families adapted to a new system.

In response to these challenges, the school implemented adjustments to improve efficiency and effectiveness. These included increasing structural supports for testing preparation, strengthening cross-department collaboration, refining communication timelines, and planning for more cohesive synchronous instruction. Efforts were also made to improve onboarding and training for new initiatives to increase participation and understanding.

Overall, implementation resulted in **measurable successes**, including increased assessment participation, improved graduation rates, enhanced English learner proficiency, and strong performance across multiple student groups. These outcomes reflect the effectiveness of the school's systems, the strength of collaboration across departments, and a continued commitment to continuous improvement in meeting the needs of all students.

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.

Material differences occurred between the original estimated actual/budgeted amounts and the final expenditures for contributing actions. Overall, Blue Ridge Academy expended more than originally estimated in each action area, reflecting increased implementation and expanded supports aligned to student needs.

For **Professional Development**, the original estimated amount was **$500,000**, and the final expenditure was **$1,818,957**, reflecting increased investment in staff training, collaboration, and professional learning to support improved student outcomes.

For **Parent Education and Resources**, the original estimated amount was **$400,000**, and the final expenditure was **$648,773**, reflecting expanded family engagement, parent education opportunities, and resources to support learning coaches and families.

For **Student Instruction and Tutoring**, the original estimated amount was **$3,200,000**, and the final expenditure was **$2,245,953**. This action was lower than originally estimated, while still supporting tutoring, instructional services, and academic interventions for students.

For **Student Recognition**, the original estimated amount was **$300,000**, and the final expenditure was **$426,939**, reflecting increased recognition activities and supports to promote student engagement, achievement, and growth.

Overall, these differences reflect adjustments made during implementation to align expenditures with actual program needs, participation, and available services while continuing to support the intended outcomes of the LCAP actions.

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

The actions implemented during the 2025–26 school year have demonstrated overall effectiveness in making progress toward the goal, particularly in the areas of early literacy identification and improved systems for student supports and accommodations.

Action 1.1: Professional Development
Professional development efforts have been effective in strengthening staff capacity and improving instructional practices. Increased collaboration through Professional Learning Communities (PLCs), targeted trainings, and expanded support systems have resulted in improved reporting accuracy, stronger cross-department communication, and more consistent implementation of curriculum and student supports. Additionally, focused training on accommodations and instructional strategies has improved staff understanding of how to support diverse learners, including students with IEPs and 504 Plans.

Action 1.2: Parent Education and Resources
Parent education and engagement efforts have been effective in increasing access to resources and strengthening communication with families. Initiatives such as Learning Coach Launch Week, parent workshops, podcasts, and ongoing communication systems have provided families with multiple opportunities to engage and support their students. Increased participation and positive feedback indicate that families are better equipped to navigate instructional programs and support student success.

Action 1.3: Student Instruction and Tutoring
Expanded access to tutoring and instructional supports has been effective in improving student engagement and academic outcomes. Increased availability of tutoring services and content-specific support has allowed for more personalized learning experiences. Additionally, the implementation of the Amira early literacy screener for K–2 students has supported early identification of reading needs and provided targeted interventions, including access to free tutoring. While participation in the first year was lower than anticipated due to the rollout of a new system, the tool demonstrated effectiveness in identifying literacy gaps and informing early intervention strategies.

Action 1.4: Student Recognition
Student recognition efforts have been effective in promoting engagement, motivation, and a positive school culture. Recognition programs tied to academic achievement, assessment performance, and student growth have reinforced the value of progress and encouraged continued student effort. Schoolwide events and recognition opportunities have also contributed to increased student connection and participation.

Overall Effectiveness
Across all Goal 1 actions, the school has made meaningful progress toward improving student outcomes by strengthening instructional systems, increasing family engagement, and expanding student supports. While some implementation challenges were noted, particularly with the initial rollout of new tools such as the literacy screener, these actions have been effective overall. Continued refinement and increased participation are expected to further enhance outcomes in future implementation cycles.

The implementation of the **Amira early literacy screener** for students in grades K–2 showed promising initial effectiveness. While participation rates were lower than anticipated due to this being the first year of implementation and the adjustment period for families and staff, the tool successfully identified early reading difficulties. This allowed for earlier intervention and more targeted literacy support, which is critical in preventing more significant academic challenges in later grades. Additionally, the integration of **free tutoring following the screener** provided immediate and meaningful support to

students, further strengthening the impact of the initiative. Limitations included the screener's availability only for K–2 students, which created gaps for older students; however, this feedback will inform future expansion and refinement efforts.

Actions focused on improving **oversight of student accommodations and designated supports** have been highly effective. Increased collaboration between General Education and Special Education teams resulted in improved accuracy in documenting and implementing IEP accommodations and designated supports. The cross-checking processes and enhanced communication structures ensured that students consistently received the services to which they are entitled.

These efforts also clarified **roles and responsibilities** among teachers and case managers, leading to increased accountability and a stronger shared understanding of expectations. As a result, there has been a noticeable improvement in consistency and fidelity in the implementation of student supports.

Overall, these actions have strengthened systems of support, improved early identification and intervention practices, and enhanced cross-department collaboration. While some implementation challenges were experienced, particularly related to participation and initial rollout, the actions have been effective and will continue to be refined to maximize impact and improve student outcomes.

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.

No changes have been made to the planned goals, metrics, target outcomes, or actions for the coming year. The school continues to implement the established goals and action items with fidelity, as they comprehensively address the identified areas of need. Any adjustments made during implementation have remained within the scope of the existing goals and actions, reflecting refinement rather than a shift in direction.

Ongoing reflection on prior practice indicates that the current goals and actions are appropriate and effective. Implementation data demonstrates strong alignment between planned services and actual practices, with measurable progress in key areas such as professional development, student supports, family engagement, and assessment participation. For example, increased collaboration and targeted training improved instructional consistency and reporting accuracy, while expanded family engagement initiatives strengthened communication and participation. Additionally, assessment participation rates increased (SBAC participation rising from 95% to 99%), and early literacy initiatives supported improved identification of student needs.

While some implementation challenges were identified, such as the need to streamline testing processes, improve consistency in synchronous instruction, and increase participation in new initiatives like the early literacy screener, these areas are being addressed through continued refinement within the existing action framework. Adjustments such as enhanced training, improved communication timelines, and increased structural supports have been implemented without the need to modify the overarching goals or actions.

Overall, the decision to maintain the current goals and actions is supported by evidence of effectiveness and progress. Continued implementation and refinement within these established areas will further strengthen outcomes and ensure ongoing responsiveness to student and stakeholder needs

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

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

Goal

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.

Priority 5: Student Engagement
Student Engagement: Focus on high school graduation rate actions.

Priority 7: Course Action
Ensure student access to state-adopted courses.

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 continue 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: 90
25-26: 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: 4
25-26: 15

AP Exams:
21-22: 3
22-23: 12
23-24: 13
24-25: 13
25-26: Data not yet available

Seal of Biliteracy:
21-22: 1
22-23: 3
23-24: 0
24-25: 5
25-26: 7

Golden State Merit:
21-22: 98
22-23: 95

23-24: 72
24-25: 85
25-26: 90

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: 45.5%, 107 students prepared
25-26: 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%	99.8% Preliminary data.		99%	0.8% over
b. Chronic absenteeism	California Longitudinal Pupil Achievement data System (CALPADS)	0.39%	Data Not Yet Available		0.30%	Data Not Yet Available
c. Middle school dropout rates	California Longitudinal Pupil Achievement data System (CALPADS)	0.6%	0.6% 8 of 1217 students		0.6%	0
d. High school dropout rates	California Longitudinal Pupil Achievement data System (CALPADS)	0.9%	0.4% 2 of 983 students		0.5%	0.1%
e. Graduation Rate: Overall Source: CA Dashboard	CA Dashboard	93.3% graduated	Data Not Yet Available		90%	Data not yet available
Hispanic	CA Dashboard	96.6% graduated	Data Not Yet Available		93%	Data not yet available
African American	CA Dashboard	100% graduated 15 students	Data Not Yet Available		11 students	Data not yet available
English Learners	CA Dashboard	3 students Data not displayed for privacy reasons	Data Not Yet Available		8 students	Data not yet available
Foster Youth	CA Dashboard	0 students	Data Not Yet Available		1 student	Data not yet available
Homeless	CA Dashboard	1 student Data not displayed for privacy reasons	Data Not Yet Available		1 student	Data not yet available
Low Income	CA Dashboard	93.2% graduated	Data Not Yet Available		90%	Data not yet available

Goal Analysis for 2025-2026

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.

Goal 2 is a maintenance goal, and overall implementation during the previous year remained consistent with planned actions. The systems and structures established to support student progress, engagement, and on-time graduation were implemented with fidelity and continued to be refined to increase effectiveness.

Counselors consistently maintained systems to monitor academic progress, promote student engagement, and support on-time graduation for high school students. Progress Support Coordinators played a key role in supporting all stakeholders by providing guidance on curriculum platforms, assisting with pacing, and collaborating to ensure students had clear pathways to complete courses and earn credits.

The school continued implementation of the board-approved Non-Compliance Policy to support students who were struggling. This process involved collaboration among Assistant Directors, Homeschool Teachers, Counselors, the Special Education Department, students, and parents to develop individualized action plans. These tailored interventions increased student access to support and improved opportunities for success in required graduation coursework.

Several areas of successful expansion were evident. Blue Ridge Academy expanded Career Technical Education (CTE) Pathways, increasing student access to career exploration opportunities and supporting completion of college and career readiness requirements. Additionally, efforts to expand access to Advanced Placement (AP) courses and exams provided students with more rigorous academic opportunities.

Graduation audits remained a key system of support and were further refined during the year. The process became more collaborative, involving a broader group of stakeholders, including Regional Coordinators, who actively monitored student progress and provided targeted support for at-risk students. This increased level of oversight allowed for earlier identification and intervention, contributing to improved student outcomes.

The introduction and implementation of an Alternative Graduation track was a significant success. This pathway provided additional flexibility and support for students with unique needs, resulting in 1.28% of students successfully graduating through this option during the 2024–25 school year. Professional development ensured staff were well-prepared to support students within this pathway.

Support for student transitions into and out of high school was also maintained and strengthened. The addition of counseling supports for 8th-grade transition and post-high school planning, along with consistent communication through counselor newsletters, workshops, 3E Summits, podcasts, and Family Liaison engagement, increased student and family participation in planning for future success.

Overall, implementation of Goal 2 actions were effective and aligned with planned practices. While no substantive differences between planned actions and actual implementation were identified, ongoing refinements, such as expanded collaboration, increased access to pathways, and enhanced communication, contributed to continued success. Challenges were minimal and primarily related to ensuring consistent engagement across all student groups; however, these were addressed through strengthened communication systems and expanded stakeholder involvement.

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.

Material differences between the estimated expenditures and actual expenditures for Goal 2 actions reflect adjustments made during implementation to better align services with staff needs and program priorities.

For **Action 2.1 (Professional Development for Progress Coordinators and High School Students)**, the estimated expenditure was **$300,000**, while the actual expenditure increased to **$362,235**. This increase reflects expanded professional development opportunities and additional supports provided to strengthen staff capacity and improve student outcomes at the secondary level.

For **Action 2.2 (Professional Development: Bridging Middle School and High School Transition Support)**, the estimated expenditure was **$500,000**, while the actual expenditure was lower at **$413,307**. This difference is attributed to efficiencies in implementation and adjustments in the scope and delivery of transition supports while still maintaining the intended services.

For **Action 2.3 (Counselor Support Professional Development)**, the estimated expenditure was **$200,000**, with a slightly higher actual expenditure of **$211,219**. This increase reflects additional training and support provided to counseling staff to better address student academic and social-emotional needs.

Overall, these differences demonstrate the school's responsiveness in adjusting expenditures based on implementation needs, expanding services where necessary, and achieving efficiencies where appropriate, while maintaining alignment with the intended goals of improving services for students.

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

The actions implemented under Goal 2 have been effective in making measurable progress toward improving student outcomes, particularly in the areas of graduation rates, college and career readiness, and equitable access to supports.

Collaboration among High School Success Coordinators, Progress Support Coordinators, Counselors, Homeschool Teachers, and families has been a key factor in improving Blue Ridge Academy's cohort graduation rate. These coordinated efforts have strengthened monitoring systems, increased student accountability, and provided timely interventions, resulting in an increase in the cohort graduation rate to 93.3% (+1%).

Ongoing audits of high school student progress and grades have also proven to be highly effective. The systematic collaboration between the Counseling Team, Regional Coordinators, and Homeschool Teachers has allowed for early identification of at-risk students and the implementation of targeted supports. These practices have contributed to maintaining and strengthening progress toward this goal.

Established supports for unduplicated students and those requiring intervention have been effective in increasing access to equitable educational opportunities. The structured non-compliance process, which includes individualized action plans developed collaboratively with all stakeholders, has provided clear expectations and consistent monitoring. This process has been successful in supporting struggling students and improving overall student success.

Student outcome data further demonstrates the effectiveness of these actions:

*Cohort Graduation Rate: 93.3% (+1%)

*A-G Completion (UC/CSU requirements): 37.8% (+7.3%)

*College and Career Readiness: 45.5% of students classified as "Prepared"

*CTE Pathway Completion: 1.7% of high school students met concentrator/completion requirements

*AP Exam Success: 13 out of 14 exams passed with a score of 3 or higher

*Seal of Biliteracy: Increased to 5 students (from 0)

*Golden State Merit Diploma: 99 students (+16.47%)

Additionally, Blue Ridge Academy's post-secondary outcomes exceeded the California Department of Education (CDE) threshold, indicating strong performance for both general education and special education students.

Overall, the actions under Goal 2 have been effective in maintaining and improving systems that support student achievement and post-secondary readiness. Continued implementation of these coordinated supports and monitoring systems is expected to further enhance outcomes in future years.

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.

Goal 2 remains a maintenance goal, and no significant changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year. Reflection on prior practice indicates that the current systems and supports, such as academic progress monitoring, graduation audits, coordinated educational partner collaboration, and targeted interventions, are effective in supporting student success and improving outcomes.

Minor refinements will continue within the existing framework to strengthen implementation, including ongoing collaboration among counselors, coordinators, teachers, and families, as well as continued expansion of student access to pathways and supports. However, these adjustments do not represent changes to the overall goal or actions, as they remain fully aligned with the established priorities and structure of Goal 2.

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

Goal

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%	0
b.Pupil expulsion rates	California Longitudinal Pupil Achievement data System (CALPADS)	0%	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	732		1500	768
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	732		1500	768

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	732		1500	768
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	732		1500	768
Parent Responses	Blue Ridge Academy Climate Survey	548	732		1500	768
Student Responses	Blue Ridge Academy Climate Survey	300	327		500	173
Staff Responses	Blue Ridge Academy Climate Survey	487 (96%)	387 (76%)		100%	122 (24%)
Overall Responses	Blue Ridge Academy Climate Survey	1335	1,446		2510	1064

Goal Analysis for 2025-2026

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 the school's ongoing commitment to strengthening connections with all educational partners and increasing meaningful engagement, implementation of Goal 3 actions remained consistent with the original plan. There were no substantive differences between planned actions and actual implementation. The school sustained its focus on improving communication across departments and expanding opportunities for interactive engagement with families and community partners. These efforts continue to be a priority and are supported through ongoing monitoring and coordination across school teams.

The school successfully maintained a variety of parent workshops designed to support families of students with disabilities, general education students, English Learners, and other diverse learners. These workshops remain a key component of the school's family engagement strategy. The Special Education & Student Services department continued to provide informational sessions on topics such as executive functioning and student motivation, reinforcing support for families and students.

Participation in workshops presented both successes and challenges. During the 2024–25 school year, a total of 16 parents attended workshops, with attendance varying across sessions and one session having no live participants. To address this challenge, workshops were recorded and shared for asynchronous access, ensuring continued availability of resources. In the 2025–26 school year, participation has remained steady, with 10-16 parents attending workshops to date and additional sessions scheduled. While attendance variability remains a challenge, the school has taken proactive steps to improve engagement, including providing reminders during SAI and IEP meetings, increasing targeted outreach to Tier 2 families through the Student Support Team and Program Specialist communication.

The school also continued to host the Special Education & Student Services Open House, which has been successful in strengthening partnerships with community organizations and increasing awareness of available student supports. Participation in this event has remained steady, contributing to ongoing collaboration with community partners.

Access to information was further supported through the maintenance and regular updating of a comprehensive schoolwide calendar of events. This resource, housed within the Parent Information Center, includes workshops, webinars, community events, and enrichment opportunities, ensuring that families have consistent and accessible information.

Additionally, the school sustained strong engagement of family and community voices through advisory structures. Parents and community partners actively participated in key groups such as the LCAP Parent Advisory Group, the LCAP Student Advisory Group, District English Learner Advisory Committee, the School Board, and the LCAP Committee. This continued involvement ensured that diverse perspectives were incorporated into school planning and decision-making processes.

Overall, implementation of Goal 3 actions was effective and aligned with the original plan. Key successes included sustained systems of communication, continued engagement opportunities, and strengthened community partnerships. The primary challenge identified was variability in workshop attendance; however, the school responded with strategic adjustments to outreach and access, demonstrating a commitment to continuous improvement in family engagement.

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.

Material differences between estimated and actual expenditures for Goal 3 reflect strategic adjustments made during implementation to enhance communication systems and strengthen family and community engagement.

For **Action 3.1 (Enhance Communication Channels)**, the estimated expenditure was **$200,000**, while the actual expenditure increased slightly to **$220,480**. This increase reflects additional investments in communication platforms, tools, and outreach efforts to improve access to information and strengthen connections between the school and families.

For **Action 3.2 (Strengthen Partnerships and Engagement)**, the estimated expenditure was **$240,000**, while the actual expenditure increased to **$378,587**. This difference reflects an expansion of engagement opportunities, increased family outreach initiatives, and additional resources dedicated to building stronger partnerships with educational partners and the broader school community.

Overall, the increased expenditures across Goal 3 actions demonstrate the school’s responsiveness to educational partner feedback and its commitment to improving communication, engagement, and access to resources. These adjustments ensured that services were enhanced to better meet the needs of students and families while remaining aligned with LCAP goals.

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

Blue Ridge Academy continues to demonstrate overall effectiveness in implementing actions designed to strengthen educational partner engagement, communication, and connectedness across the school community. The school has sustained a comprehensive system of synchronous events and communication opportunities that support meaningful collaboration among students, families, teachers, and staff. These efforts include Special Education Parent Workshops and Open House events, the E3 Parent Summit, High School Counselor events, Enrichment office hours, student virtual clubs, Community Connections activities, school-led field trips, and Family Liaison-led Book Clubs.

The effectiveness of these actions is reflected in the Educational Partner Climate Survey results, with 87% of students, 85% of parents, and 93% of staff reporting strong feelings of connection to the school community. Additionally, 94% of students, 90% of parents, and 95% of staff indicated satisfaction with the information, materials, and support provided for student learning. These outcomes demonstrate that the school's communication systems and engagement opportunities continue to positively support student outcomes and foster a connected homeschool community.

Blue Ridge has also remained effective in prioritizing educational partner voice through ongoing participation in advisory groups and committees. Parent representation on the District English Learner Advisory Committee (DELAC) has been maintained for the 2025–26 school year, and participation in LCAP Advisory Committees has remained stable and meaningful. Parent participation increased from 3 participants in 2022–23 to 10 participants in the current 2025–26 school year, while student participation increased from 5 participants in 2022–23 to 7 participants in 2025–26. Continued promotion through newsletters, the parent information website, and teacher recommendations has supported ongoing engagement and recruitment efforts.

Survey participation data also indicates continued effectiveness in gathering broad educational partner feedback. While changes to the Educational Partner Climate Survey in 2024–25 limited responses to one submission per individual, participation levels remain strong. Parent participation increased from 514 responses in 2024–25 to 712 responses in 2025–26, while student participation increased from 300 to 322 responses during the same period. Staff participation remained high overall, although participation declined slightly from 100% in prior years to 96% in 2024–25 and currently stands at 75% for 2025–26 to date. As a result, Blue Ridge recognizes that continued efforts are needed to increase staff survey participation in order to ensure comprehensive feedback from all educational partners.

Overall, the actions implemented under this goal continue to be effective in strengthening communication, increasing educational partner engagement, and maintaining meaningful opportunities for collaboration and feedback. The school will continue refining outreach and participation strategies to sustain high levels of involvement across all stakeholder groups.

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.

Blue Ridge Academy reflected on the implementation of actions connected to this goal and determined that the majority of actions should continue into the coming year due to their overall effectiveness in strengthening communication, increasing educational partner engagement, and supporting student outcomes. As a result, no significant changes were made to the overall goal, planned metrics, or desired outcomes. Instead, the school focused on refining and expanding several existing practices based on feedback and prior implementation experiences.

Blue Ridge will continue implementing strategies designed to enhance communication between school departments and educational partners through ongoing interactive communication opportunities and schoolwide events. Existing actions related to workshops, webinars,

field trips, enrichment opportunities, and community engagement activities will remain in place because they continue to foster strong relationships between the school and families while increasing student engagement and connectedness.

Based on reflections from prior practice, Blue Ridge expanded several support systems and outreach efforts during the year that will continue moving forward. The Special Education & Student Services department increased opportunities for student and family support through learning centers, office hours, social skills classes, Curriculum Connections meetings, parent workshops, and weekly communication check-ins. Additionally, the implementation of the Student in Crisis program and the Positive Action program provided enhanced behavioral, emotional, and social-emotional supports for students and families. These additions were made in response to identified student needs and have strengthened the school's ability to provide timely interventions and wraparound support services.

The school also continued refining systems designed to improve student compliance and intervention supports. Collaborative meetings focused on student noncompliance allowed staff to review concerns, develop action plans, and make immediate referrals to support providers such as mental health teams and high school counselors. These practices will continue in the coming year to support improved student outcomes and stronger coordination between departments.

Blue Ridge further expanded family engagement and communication efforts through Family Liaison initiatives, including E3 Parent Summits, podcasts for families, and Learning Coach Launch Week activities. In addition, the school broadened communication access through increased social media outreach and continued use of the Blue Ridge mobile application. These efforts were maintained and expanded in response to positive educational partner feedback and increased participation.

Additional refinements were made to the LCAP Climate Survey process to improve accessibility and participation. Surveys continued to be distributed in both English and Spanish using direct links and QR codes, and the school expanded opportunities for in-person survey participation during testing events and Community Connections activities. Based on reflections from implementation, Blue Ridge identified the need to further redesign the student survey to ensure questions are more developmentally and grade-level appropriate in future years. The school also maintained anonymous survey practices to encourage honest and meaningful feedback from educational partners.

Overall, reflections on prior practice demonstrated that the current actions and supports are positively contributing toward the goal. Therefore, the school will continue implementing these actions while refining outreach strategies, survey practices, and support systems to further strengthen educational partner engagement and student success in the coming year.

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

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.

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.

In the 2025–2026 school year, Blue Ridge Academy has a total of 60 English Learner students, all of whom completed the Summative ELPAC. Of that population, 32% (19 students) are classified as Long-Term English Learners (LTELs) and 8% (5 students) are identified as At-Risk ELs.To increase English language support for our LTEL population, Blue Ridge Academy has implemented a new curriculum, HMH English 3D. This curriculum supports student growth in several ways.
Data-Driven Differentiation: Ongoing assessments provide data snapshots which allow the EL Coordinator to see where students are and adjust instruction in real time. The platform suggests intervention or extension activities based on student performance, and built-in small-group resources make it easier to target instruction where it's needed most.
Scaffolded, Accessible Instruction: Lessons follow a gradual release model (I Do, We Do, You Do), and content is delivered through multiple formats such as text, video, audio, and interactive modules, so more students can access grade-level material.
Support for Multilingual Learners: Built-in sentence frames, vocabulary previews, and structured discussion routines help English learners participate meaningfully in rigorous content.

Digital Tools: Interactive graphic organizers help students organize their thinking, which in turn strengthens their writing skills.
SEL Integration: Diverse texts and collaborative tasks are woven throughout the curriculum, giving students regular opportunities to develop perspective-taking and communication skills alongside academic ones.

Currently, 32% (19 students) of our English Learner population are classified as Long-Term English Learners (LTELs). Blue Ridge Academy English Learner population reclassification rates decreased from 36% in the 2024-25 school year to 20% for the 2025-26 school year. Although the number of students reclassifying decreased, 21 (35%) of the English Learners made progress towards English Language Proficiency this year.

Based on the 2026 ELPAC scores, EL students scored in the following range:
* 12/60 students who took the Summative ELPAC scored an overall 4, which made them eligible for reclassification = 20%
* 0 students took the Summative Alt ELPAC this year
* 6/19 students who were LTELs and took the Summative ELPAC received a 4 (eligible for reclassification) = 32%
* 3/5 students who were At-Risk and took the Summative ELPAC received a 4 on the Summative ELPAC = 60%
* 6/12 students who received a 4 on the Summative ELPAC attended EL classes more than 50% of the time = 50%
* 6/32 students who attended EL classes more than 50% of the time received a 4 on the Summative ELPAC = 19%
* 1/12 students who received a 4 on the Summative ELPAC attended EL classes less than 50% of the time = 8%
* 6/60 students participated in Interim Assessments = 10%
* 1/12 students who received a 4 participated in Interim Assessments = 8%
* 1/6 students who attended Interim Assessments received a 4 on the Summ ELPAC = 17%
* 12/60 students who took the Summative ELPAC have an IEP or 504 plan = 20%
* 0/12 students who received a 4 on the Summative ELPAC have an IEP or 504 plan = 0%

Individual Counseling Referrals submitted in the 2025-26 school year was a total 164, of which unduplicated students included 7 EL students, 11 Homeless students, 3 Foster students, and 71 Low income students.

Grouped together, all of the actions for this goal, which include professional development, ELD curriculum, SEL referrals, EL support classes, and low-income tier 2 support, will help to achieve our goal of increased awareness and utilization of currently available supports to unduplicated students. The metrics will aid us in identifying students who qualify for these supports and providing critical information on how to access them. Equitable access to these supports is crucial to closing the achievement gaps revealed by the data we collect on course pass rates, CAASPP scores, Star 360 scores, graduation rates, EL reclassification, and SEL referrals.

Measuring and Reporting Results

Metric #	Metric	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	62% 38/61 students		72%	10%
4F.Reclassification Rates Source: ELPAC scores Action 4.2	ELPAC scores	37.9% (30/79)	20% (12/60)		48%	28%
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%	At/Above Benchmark Fall 2025 Early Literacy 81% Math 70% Reading 76% Spring 2026 Early Literacy 81% or above Math 33% or above Reading 47% or above		At/Above Benchmark Early Literacy 92% Math 79% Reading 78%	At/Above Benchmark Fall 2025 Early Literacy 11% Math 9% Reading 2% Spring 2026 Early Literacy 11% Math 46% Reading 31%
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%	At/Above Benchmark Fall 2025 Early Literacy 55% Math 48% Reading 33% Spring 2026 Early Literacy- Data Not Yet Available Math 35% or above Reading 40% or above		At/Above Benchmark Early Literacy 85% Math 55% Reading 55%	At/Above Benchmark Fall 2025 Early Literacy 30% Math 7% Reading 22% Spring 2026 Early Literacy- Data Not Yet Available Math 20% Reading 15%
EL - Tier 2 Intervention Math class attendance rate Source:Star360 Benchmark data (Renaissance) Action 4.1	Star360 Benchmark data (Renaissance)	1 enrolled	5 enrolled		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%	At/Above Benchmark Fall 2025 Early Literacy 54% Math 44% Reading 50% Spring 2026 Early Literacy 54% or above Math 58% or above Reading 67% or above		At/Above Benchmark Early Literacy 71% Math 54% Reading 53%	At/Above Benchmark Fall 2025 Early Literacy 17% Math 10% Reading 3% Spring 2026 Early Literacy 17% Math 4% over Reading 14% over
Priority 3: **a.** Parental Involvement & Engagement Source: Blue Ridge Academy Climate Survey Parent Responses	Blue Ridge Academy Climate Survey	548	732		1500	768
Student Responses	Blue Ridge Academy Climate Survey	300	327		500	173
Staff Responses	Blue Ridge Academy Climate Survey	487 (96%)	387 (76%)		100%	122 (24%)
Overall Responses	Blue Ridge Academy Climate Survey	1335	1,446		2510	1064

Goal Analysis for 2025-2026

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.

Blue Ridge Academy successfully implemented the majority of the planned actions associated with this goal and made meaningful progress in supporting English Learners, students experiencing homelessness, foster youth, and low-income students. Overall implementation remained closely aligned with the planned actions, with several areas of expansion and refinement occurring throughout the school year to better meet student needs.

One of the most significant successes was the implementation of research-based intervention curricula, including the adoption of English 3D and Math 180 in Spring 2025. English 3D provided targeted language acquisition support for English Learners and Long-Term English Learners (LTELs), while Math 180 strengthened Tier 2 intervention systems for low-income students through a structured, data-driven approach. To support implementation fidelity, staff received professional development directly from curriculum publishers, and additional

systems such as prescreener checklists and Student Success Team (SST) meetings were implemented to ensure students were appropriately identified for intervention support.

Blue Ridge also successfully implemented ongoing professional development and awareness-building activities for staff regarding services available for English Learners, students experiencing homelessness, foster youth, and low-income students. Trainings were provided through Professional Learning Community meetings, all-staff meetings, E3 Parent Summits, and Curriculum Department presentations. In addition, the Mental Health Team and HMFY Team provided targeted presentations and updated staff resources, including revisions to the staff handbook, to clarify referral procedures and support processes. These efforts strengthened staff awareness and increased consistency in service delivery across departments.

The school experienced continued success in expanding social-emotional and behavioral supports for students. Positive Action referrals continued to increase, with 118 referrals made in the 2025-26 school year and 64 students regularly attending sessions. Of those referred, 45 students were identified as low-income students. Additionally, the implementation of Mental Health and High School Leadership classes provided students with additional opportunities to build social-emotional learning skills and leadership capacity.

Blue Ridge also expanded support opportunities for English Learners through additional writing and academic support classes for students in grades 3–12. Currently, 61% of English Learners participate in live synchronous instruction twice weekly. While participation has increased, the school recognizes this remains below the long-term goal of 95% participation. Continued communication with families and HSTs remains necessary to increase engagement and participation among English Learners and LTEL students.

Communication and educational partner outreach remained a major strength throughout implementation. Monthly learning period meetings, weekly family updates, newsletters, workshops, parent information sessions, and the Parent Information Center helped maintain awareness of available services and supports. Families were also provided flexibility in utilizing planning funds for workshops, books, and educational resources to further support student success.

Although implementation was largely successful, the school experienced some challenges in maximizing participation and engagement across all targeted student groups. Increasing attendance in the general education synchronous support classes and ensuring consistent family engagement remain ongoing areas of focus. Additionally, implementing new intervention systems and curricula required significant staff training and coordination to ensure fidelity across departments.

Overall, Blue Ridge effectively implemented the planned actions associated with this goal and, in several cases, expanded supports beyond the original scope of implementation. The school will continue refining intervention systems, increasing participation opportunities, and strengthening educational partner communication to further improve outcomes for unduplicated student populations.

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.

Material differences between estimated and actual expenditures for Goal 4 reflect adjustments made during implementation to better align services with the needs of Foster Youth, English Learners, and Low-Income students.

For **Action 4.1 (Professional Development: Increase services awareness for FYHM, EL, and Low-Income students)**, the estimated expenditure was **$400,000**, while the actual expenditure was **$366,218**, reflecting a slight reduction due to efficiencies in delivering professional development while maintaining the intended focus on increasing staff awareness and capacity.

For **Action 4.2 (ELD Curriculum)**, the estimated expenditure was **$120,000**, while the actual expenditure increased to **$146,315**, reflecting additional investment in curriculum resources and instructional supports to better serve English Learners.

For **Action 4.3 (Increase SEL Positive Action Referrals)**, the estimated expenditure was **$20,000**, while the actual expenditure increased significantly to **$90,518**. This increase reflects expanded implementation of social-emotional supports and interventions to address student behavioral and engagement needs.

For **Action 4.4 (Increase EL Support Classes)**, the estimated expenditure was **$30,000**, while the actual expenditure was lower at **$7,353**, reflecting adjustments in staffing, scheduling, or program utilization while still maintaining access to support services.

For **Action 4.5 (Low Income Tier 2 Support)**, the estimated expenditure was **$175,000**, while the actual expenditure increased to **$255,838**, reflecting expanded targeted interventions and supports for low-income students based on identified needs.

Overall, these differences reflect the school's responsiveness in reallocating resources to areas of greatest student need, particularly in expanding social-emotional supports and targeted interventions, while achieving efficiencies in other areas. All adjustments remained aligned with the goal of increasing or improving services for unduplicated student groups.

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

The actions implemented to support English Learners, students experiencing homelessness, foster youth, and low-income students have demonstrated overall effectiveness in making progress toward the goal. Blue Ridge Academy has strengthened systems of communication, intervention, instructional support, and social-emotional learning while increasing staff awareness and educational partner engagement. Data collected throughout the 2025–26 school year demonstrates positive growth trends across multiple action areas.

Action Item #1: Professional Development
Professional development and staff training efforts have been effective in increasing awareness of services and strengthening referral systems for HMFY, English Learners, and low-income students. Increased collaboration between school staff and the Student Supports Team through trainings, SST workshops, and ongoing communication systems has improved staff understanding of referral processes and intervention supports. HSTs have access to dedicated departmental communication channels to clarify services, intervention procedures, and student concerns. Additionally, SST workshops focused on reviewing checklists and screeners have improved consistency in Tier 1 implementation and strengthened confidence in making appropriate Tier 2 referrals. The school has also identified opportunities to improve identification systems by expanding data collection methods, including the potential use of housing surveys in addition to Proof of Residence documentation and staff referrals, to ensure all eligible students receive appropriate support services.

Action Item #2: ELD Curriculum
The implementation of the English 3D curriculum has demonstrated positive effectiveness in improving English language acquisition and student growth. Student progress data from baseline pre-tests and recent summative assessments across the HMH instructional groups

showed measurable gains in multiple grade bands. Group K–1 students demonstrated growth of 16.9%, Group 2–3 students demonstrated growth of 26.7%, and Course A1 students demonstrated growth of 19.32%. Although Course B1 students experienced a slight decrease of 5.1%, primarily attributed to increased rigor in standards for middle and high school students, the overall average growth rate across instructional groups remained strong at +14.46%. These results indicate that the curriculum is effectively supporting language development for the majority of participating English Learners and Long-Term English Learners (LTELs).

Action Item #3: Increase SEL Positive Action Referrals
Social-emotional learning supports through the Positive Action SEL program have continued to provide targeted support for students, particularly those from low-income backgrounds. Currently, 34% of referrals to the Positive Action SEL group are students identified as low-income. However, the school identified a gap between referral rates and consistent student attendance, with 48 out of 108 referred students regularly attending sessions. Scheduling conflicts and semester-based schedule changes were identified as primary barriers to consistent participation. In response, the school is analyzing attendance trends among unduplicated student groups to improve scheduling and increase equitable access and participation in SEL supports.

Action Item #4: Increase EL Support Classes
Additional English Learner support classes have demonstrated positive outcomes in increasing English proficiency and academic support for LTEL students. During the 2025–26 school year, 64.9% of English Learners demonstrated progress toward English proficiency, representing a 6.7% increase over the previous year following the implementation of writing support classes. Currently, 29% of the English Learner population is identified as Long-Term English Learners, with these students demonstrating an average growth rate of 14.46%. The school also identified participation in synchronous instruction as an area for continued improvement, with current participation rates at 61% and a goal of increasing participation to 95% through targeted outreach and attendance monitoring.

Action Item #5: Data-Driven System for Low-Income Tier 2 Support
The implementation of the Math 180 intervention program has been effective in identifying and supporting students with significant math needs, particularly low-income students. Through the use of Tier 1 fidelity checks, SST meetings, and structured intervention placement procedures, Blue Ridge ensured that students with the highest needs received Tier 2 support services. Enrollment in the Math 180 program increased from 32 students in Cycle 1 to 42 students in Cycle 4, demonstrating increased utilization of intervention supports. Students participated in two weekly 30-minute instructional sessions, with parent meetings incorporated to strengthen home support and intervention understanding.

Growth data across grade levels demonstrated strong academic progress, particularly among students in grades 5–9. For example, 8th-grade students demonstrated growth rates of 25% in Cycle 1, 46% in Cycle 2, and 63% in Cycle 3, while 9th-grade students demonstrated growth rates of 15%, 45%, and 60% across the same cycles. Additionally, when comparing low-income students to the broader Tier 2 population, low-income students demonstrated higher average growth rates across all three instructional cycles. Low-income students demonstrated growth rates of 24%, 31%, and 38% across Cycles 1–3, compared to the general population growth rates of 21%, 28%, and 32%. Furthermore, 100% of low-income students enrolled in the current Cycle 4 intervention group are actively participating, demonstrating increased utilization of support services and strong engagement with intervention programming.

Overall, the actions implemented to date have been effective in improving access to supports, increasing educational partner awareness, strengthening intervention systems, and improving academic and social-emotional outcomes for unduplicated student groups. While some challenges related to participation and scheduling remain, the school continues to refine systems and utilize data-driven practices to improve implementation and maximize student success.

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.

Reflections on prior practice resulted in several refinements and enhancements to the planned actions for the coming year. While the overall goal, metrics, and desired outcomes remain unchanged, Blue Ridge Academy identified opportunities to strengthen implementation practices, improve participation, and increase access to supports for English Learners, low-income students, and students experiencing homelessness and foster youth (HMFY).

Action Item #1: Professional Development
Based on feedback gathered through LCAP surveys, Professional Learning Communities (PLCs), and staff collaboration, Blue Ridge will continue implementing surveys for HSTs to identify specific professional development needs related to supporting English Learners, low-income students, and HMFY students. Reflections from prior implementation highlighted the need for increased awareness of available SEL programs and support services across departments. As a result, the school plans to expand campus-wide awareness of school-provided resources and strengthen staff understanding of intervention systems and referral processes. Blue Ridge will also continue prioritizing consistent communication with families through monthly learning record meetings, newsletters, parent workshops, and the Parent Information Center to ensure educational partners remain informed and connected.

Action Item #2: ELD Curriculum
Following the successful implementation of the newly adopted English 3D curriculum, the school identified a need to move beyond foundational implementation toward deeper utilization of the curriculum's instructional resources and assessment tools. For the coming year, Blue Ridge will focus on maximizing the effectiveness of the ELD curriculum by incorporating differentiated instructional materials, diagnostic assessments, and targeted instructional strategies to better support English Learners and Long-Term English Learners (LTELs). This refinement is intended to strengthen individualized instruction and improve language acquisition outcomes.

Action Item #3: Increase SEL Positive Action Referrals
Reflections from LCAP parent surveys, student surveys, and advisory group discussions revealed a consistent need for additional in-person socialization opportunities for middle and high school students. In response, Blue Ridge is exploring opportunities to expand recruitment and participation in Positive Action SEL classes through in-person outreach at Community Connections events, field trips, and other school-sponsored activities. The school is also considering the implementation of in-person Positive Action meetups to increase peer interaction, student engagement, and social-emotional connectedness within the Blue Ridge community. These refinements are intended to improve participation rates and reduce barriers related to scheduling and virtual engagement.

Action Item #4: Increase EL Support Classes
Reflections on implementation data showed that while 61% of English Learners currently participate in live synchronous instruction twice weekly, participation rates remain below the school's long-term goal. Additionally, 29% of the school's English Learner population continues to be identified as Long-Term English Learners. To better understand barriers to participation and improve attendance, Blue Ridge will administer surveys to families who are not participating in synchronous instruction opportunities. The English Learner Coordinator will also continue increasing outreach efforts through monthly parent meetings, phone calls, emails, and ongoing collaboration with HSTs and support staff to reinforce the importance of attendance and engagement in instructional support programs.

Action Item #5: Data-Driven System for Low-Income Tier 2 Support
Reflections on the implementation of Tier 2 math interventions highlighted the need to strengthen Tier 1 instructional support and training for all educational partners involved in student instruction, including Learning Coaches (LCs). As a result, Blue Ridge plans to expand training

opportunities beyond HSTs to ensure greater fidelity in Tier 1 implementation. Planned training will focus on helping Learning Coaches identify curriculum options aligned to student learning needs, providing instructional scripts and video demonstrations for challenging math concepts, and increasing understanding of how to utilize school resources such as Branches Learning, Content Specialists, NetTutor, and the Student Support Team.

Additional refinements include encouraging increased synchronous math instruction opportunities through HSTs and expanding targeted intervention supports for students identified through Star 360 diagnostic assessments. Students performing in the yellow or red performance bands may receive supplemental support through IXL personalized learning pathways aligned to identified skill deficits. The school also refined procedures related to equitable referrals, data monitoring, and attendance tracking. Decisions regarding SST referrals will continue to involve collaborative review between HSTs, Learning Coaches, and Regional Coordinators using standardized checklists to support objective decision-making and equitable access to intervention services. Furthermore, staff will continue analyzing referral patterns, curriculum engagement, and scheduling conflicts to better understand barriers to participation and reduce student withdrawal from intervention programs.

Overall, reflections on prior practice resulted in refinements designed to strengthen implementation fidelity, improve participation and engagement, increase access to supports, and enhance educational outcomes for unduplicated student groups.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,632,094	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.544%	0%	$0	7.544%

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 1.3: Student Instruction and Tutoring	Local benchmark and CAASPP data indicate that English Learners, Foster Youth, and Low-Income students continue to demonstrate lower performance in ELA and Mathematics and require additional academic intervention and individualized support.	This action provides targeted one-on-one tutoring, small-group instruction, online academic resources, and vendor-based intervention services to address academic gaps and improve achievement for unduplicated pupils. The action is implemented LEA-wide to ensure equitable access to intervention services across all grade spans and learning environments, including independent study settings. Providing these supports across the LEA increases consistency in academic intervention systems and ensures all identified students can access needed services regardless of location or assigned teacher.	CAASPP ELA and Mathematics scores; STAR 360 benchmark growth data; tutoring participation logs; student progress monitoring records.
Goal 2, Action 2.1: Counselor and Progress Coordinator Support	Foster Youth and Low-Income students experience disproportionate graduation rates, A–G completion challenges, and barriers to college and career readiness.	Counselors and Progress Coordinators provide academic advising, graduation monitoring, college and career planning, and intervention support to improve student outcomes and ensure students remain on track for graduation and postsecondary opportunities. These services are provided LEA-wide to create a coordinated system of support and consistent monitoring for all unduplicated pupils throughout the school system.	Graduation rates; A–G completion rates; College and Career Indicator (CCI); student advising documentation and progress monitoring records
Goal 3, Action 3.1: Communication and Engagement	Educational partner feedback identified barriers for English Learner and Low-Income families in accessing timely school communication, educational resources, and opportunities for meaningful engagement in the educational process.	This action strengthens communication systems through translated newsletters, multilingual digital communication tools, parent workshops, virtual engagement opportunities, and outreach efforts. The action is implemented LEA-wide to ensure all families, particularly unduplicated student families, receive equitable access to school information, resources, and opportunities to participate in decision-making and support student learning.	Family survey responses; participation rates in parent engagement activities and workshops; frequency and accessibility of translated communication materials.

Goal 4, Action 4.1–4.4: Professional Development, ELD Curriculum, SEL Supports, and EL Support Classes	English Learners, Low-Income students, Foster Youth, and Homeless students continue to demonstrate needs in academic achievement, English language acquisition, social-emotional wellness, and access to intervention supports. Educational partner feedback also identified the need for increased awareness of support services, additional synchronous instruction opportunities, improved SEL access, and stronger intervention systems.	Blue Ridge Academy implements Multi-Tiered Systems of Support (MTSS), English Learner curriculum supports, SEL interventions, synchronous instructional support, professional development, and coordinated family outreach to address barriers experienced by unduplicated students. These actions are provided LEA-wide because the systems of support require alignment across instructional staff, counselors, administrators, and intervention teams to ensure equitable implementation and consistent access to services throughout the LEA. The actions also improve schoolwide capacity to identify and respond to student academic and social-emotional needs.	ELPAC progress and reclassification rates; STAR 360 benchmark assessments; participation rates in synchronous instruction; SEL referral logs; counseling referral data; attendance rates; CAASPP performance data; utilization of intervention services; family engagement survey data.

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-Income students continue to demonstrate low proficiency in foundational math skills, as identified through STAR 360 benchmark assessments, CAASPP Mathematics results, and intervention referral data. Implementation data also identified achievement gaps among unduplicated students requiring targeted Tier 2 intervention support.	This action implements the research-based Math 180 intervention program to provide targeted Tier 2 math instruction for Low-Income students demonstrating significant academic need. Students participate in small-group intervention classes twice weekly with progress monitoring, Tier 1 fidelity checks, SST review processes, and parent collaboration meetings to reinforce learning strategies and improve skill development. The intervention is specifically designed to reduce performance gaps and increase utilization of support services for eligible unduplicated pupils.	Math 180 usage and participation data; STAR 360 benchmark growth data; pre- and post-assessment results; CAASPP Mathematics scores; intervention participation rates; SST documentation and progress monitoring records.
Goal 4, Action 4.3: SEL Curriculum & Referrals	Foster Youth and Low-Income students continue to demonstrate increased social-emotional, behavioral, and mental health needs following the pandemic, including reduced connectedness, increased anxiety, and a need for additional peer interaction and counseling support. Educational partner feedback also identified a need for expanded in-person socialization opportunities and improved awareness of available SEL supports.	This action provides targeted SEL curriculum implementation, Positive Action classes, counseling referrals, and behavioral intervention systems designed to improve social-emotional wellness and student connectedness for unduplicated students. The action includes referral pathways for counseling and support services, increased outreach to encourage participation, and opportunities for in-person engagement and peer interaction to strengthen emotional regulation, attendance, and school engagement.	SEL screener results; counseling referral logs; attendance data; discipline and behavior data; participation rates in Positive Action classes and SEL activities; student and parent survey feedback.
Goal 4, Action 4.2: English Learner Curriculum & Supports	English Learners, including Long-Term English Learners (LTELs), continue to demonstrate slower progress toward English proficiency, lower reclassification rates, and limited participation in synchronous instructional supports. Current data indicates that 29% of English Learners are identified as LTELs, demonstrating the need for increased language acquisition supports and differentiated instruction.	This action provides English 3D curriculum implementation, dedicated English Learner support classes, differentiated instructional materials, synchronous instruction opportunities, diagnostic assessments, and coaching for teachers to strengthen language acquisition and academic vocabulary development. The action is designed to improve English proficiency outcomes, increase participation in instructional supports, and accelerate reclassification rates for English Learners and LTEL students. Family outreach, surveys, and ongoing communication are also utilized to identify barriers to participation and improve engagement in EL services.	ELPAC progress data; English Learner reclassification rates; synchronous instruction participation rates; EL progress monitoring assessments; English 3D curriculum assessment data; attendance and participation records for EL support classes.

Insert or delete rows, as necessary.

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	61.05:1	0.00:1
Staff-to-student ratio of certificated staff providing direct services to students	19.59:1	0.00:1

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

26-27 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)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	$ 87,908,918	$ 6,632,094	7.544%

Totals	LCFF Funds	Other State Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,516,989	$ 2,500,000	$ 9,016,989.00	$ 7,000,590	$ 2,016,399

Goal #	Action #	Action Title	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 Develocment	Schoolwide	All	LEA	Annual	$ -	$ 500.000	$ 500.000	$ -	$ -	$ -	$ 500.000	0.000%
1	2	Parent Education and Resources	Schoolwide	All	LEA	Annual	$ -	$ 400.000	$ 400.000	$ -	$ -	$ -	$ 400.000	0.000%
1	3	Student Instruction & Tutoring	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	Schoolwide	All	LEA	Annual	$ 200.000	$ 100.000	$ 300.000	$ -	$ -	$ -	$ 300.000	0.000%
2	1	Professional development specific to Progress Coordinators and hiah school students	Schoolwide	All	LEA	Annual	$ 300,000	$ -	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
2	2	Professional development: Bridging Middle School & High School transition support	Schoolwide	All	LEA	Annual	$ 500,000	$ -	$ 500,000	$ -	$ -	$ -	$ 500,000	0.000%
2	3	Counselor Support professional development	Schoolwide	All	LEA	Annual	$ 150,000	$ 50,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
3	1	Enhance Communication Channels	Schoolwide	All	LEA	Annual	$ 200,000	$ -	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
3	2	Strengthen Partnerships and Engagement	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	Schoolwide	English Learners and Low-Income	LEA	Annual	$ -	$ 400,000	$ 400,000	$ -	$ -	$ -	$ 400,000	0.000%
4	2	ELD curriculum	Schoolwide	English Learners	LEA	Annual	$ 90,000	$ 30,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
4	3	Increase SEL Positive Action referrals	Schoolwide	All	LEA	Annual	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	4	Increase EL Support Classes	Schoolwide	English Learners	LEA	Annual	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
4	5	Low Income Tier 2 Support	Schoolwide	Foster Youth and Low-Income	LEA	Annual	$ 520,590	$ 86,399	$ 106,989	$ 500,000	$ -	$ -	$ 606,989	0.000%
							$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

26-27 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
$ 87,908,818	$ 6,632,094	7.544%	0.000%	7.544%	$ 6,516,989	0.000%	7.413%	Total:	$ 6,516,989
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 6,516,989

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 Progres	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 development	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 services	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	$ 106,989	0.000%
0	0							

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,016,989.00	$ 10,692,691.82

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	$ 500,000	$ 1,818,957
1	2	Parent Education and Resources	Yes	$ 400,000	$ 648,773
1	3	Student Instruction & Tutoring	Yes	$ 5,200,000	$ 5,345,953
1	4	Student Recognition	Yes	$ 300,000	$ 426,939
2	1	Professional development specific to Progress Coordinators and high school students	Yes	$ 300,000	$ 362,235
2	2	Professional development: Bridging Middle School & High School transition support	Yes	$ 500,000	$ 413,307
2	3	Counselor Support professional development	Yes	$ 200,000	$ 211,219
3	1	Enhance Communication Channels	Yes	$ 200,000	$ 220,480
3	2	Strengthen Partnerships and Engagement	Yes	$ 240,000	$ 378,587
4	1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	Yes	$ 400,000	$ 366,218
4	2	ELD curriculum	Yes	$ 120,000	$ 146,315
4	3	Increase SEL Positive Action referrals	Yes	$ 20,000	$ 90,518
4	4	Increase EL Support Classes	Yes	$ 30,000	$ 7,353
4	5	Low Income Tier 2 Support	Yes	$ 606,989	$ 255,838
					$ -
					$ -

25-26 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)
$ 6,424,250	$ 6,516,989	$ 7,692,692	$ (1,175,703)	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	$ 500,000	$ 1,818,957.26	0.000%	0.000%
1	2	Parent Education and Resources	Yes	$ 400,000	$ 648,773.09	0.000%	0.000%
1	3	Student Instruction & Tutoring	Yes	$ 3,200,000	$ 2,345,952.59	0.000%	0.000%
1	4	Student Recognition	Yes	$ 300,000	$ 426,939.22	0.000%	0.000%
2	1	Professional development specific to Progress Coordinators and high school students	Yes	$ 300,000	$ 362,235.28	0.000%	0.000%
2	2	Professional development: Bridging Middle School & High School transition support	Yes	$ 500,000	$ 413,306.78	0.000%	0.000%
2	3	Counselor Support professional development	Yes	$ 200,000	$ 211,219.17	0.000%	0.000%
3	1	Enhance Communication Channels	Yes	$ 200,000	$ 220,480.14	0.000%	0.000%
3	2	Strengthen Partnerships and Engagement	Yes	$ 240,000	$ 378,587.21	0.000%	0.000%
4	1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	Yes	$ 400,000	$ 366,217.53	0.000%	0.000%
4	2	ELD curriculum	Yes	$ 120,000	$ 146,314.51	0.000%	0.000%
4	3	Increase SEL Positive Action referrals	Yes	$ 20,000	$ 90,518.38	0.000%	0.000%
4	4	Increase EL Support Classes	Yes	$ 30,000	$ 7,352.66	0.000%	0.000%
4	5	Low Income Tier 2 Support	Yes	$ 106,989	$ 255,838.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

25-26 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)
$ 80,909,946	$ 6,424,250	0.000%	7.940%	$ 7,692,692	0.000%	9.508%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- 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.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- 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;
    - **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.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

Note: *EC* Section 42238.024(b)(1) 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.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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.
    - o 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.
    - o 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.
    - o 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%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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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