

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Preparatory Academy

CDS Code: 19 10199 0140798

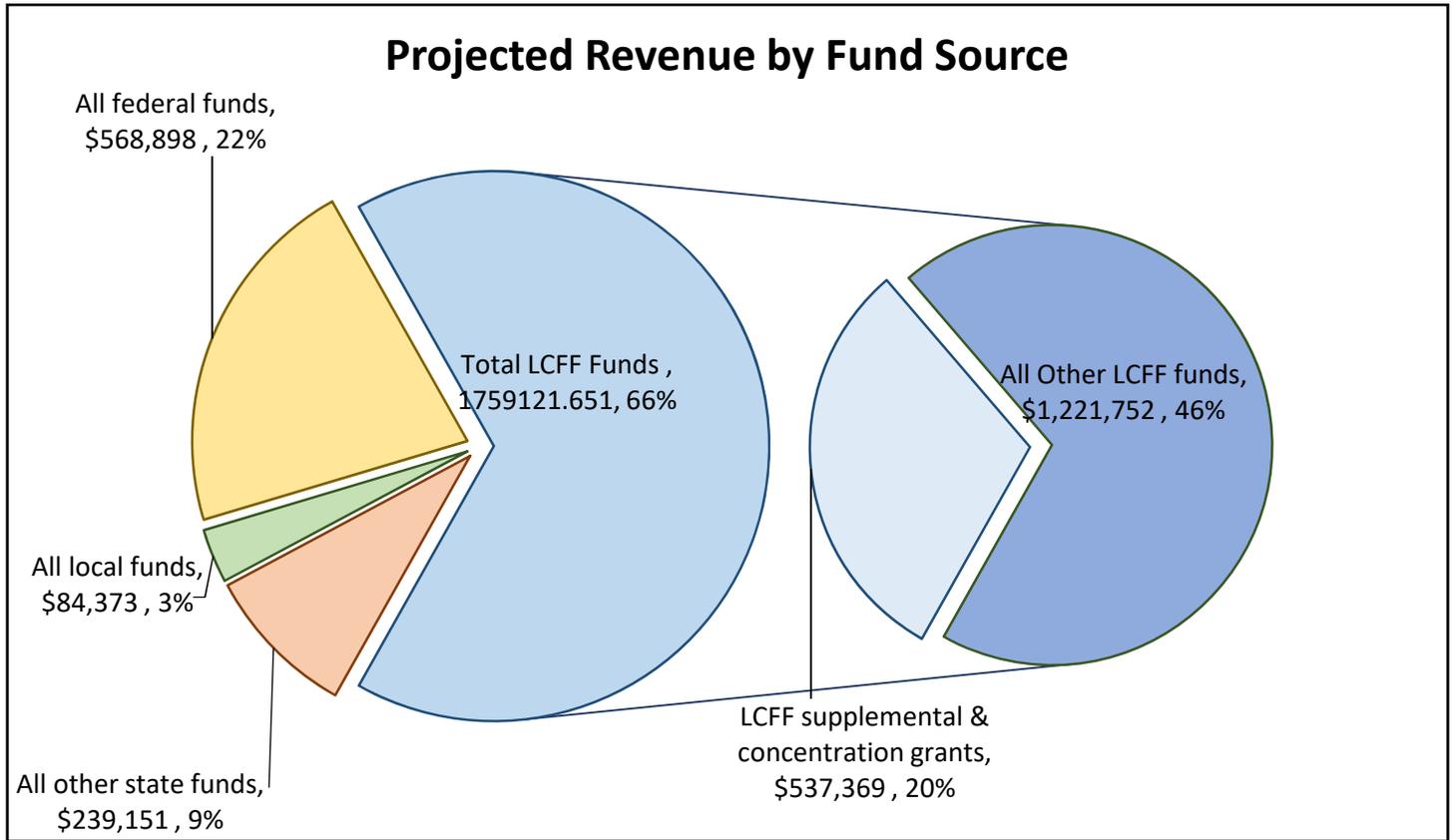
School Year: 2022 – 23

LEA contact information: Alejandro Gomez, Agomez@bpacompton.org, 310-877-6004

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

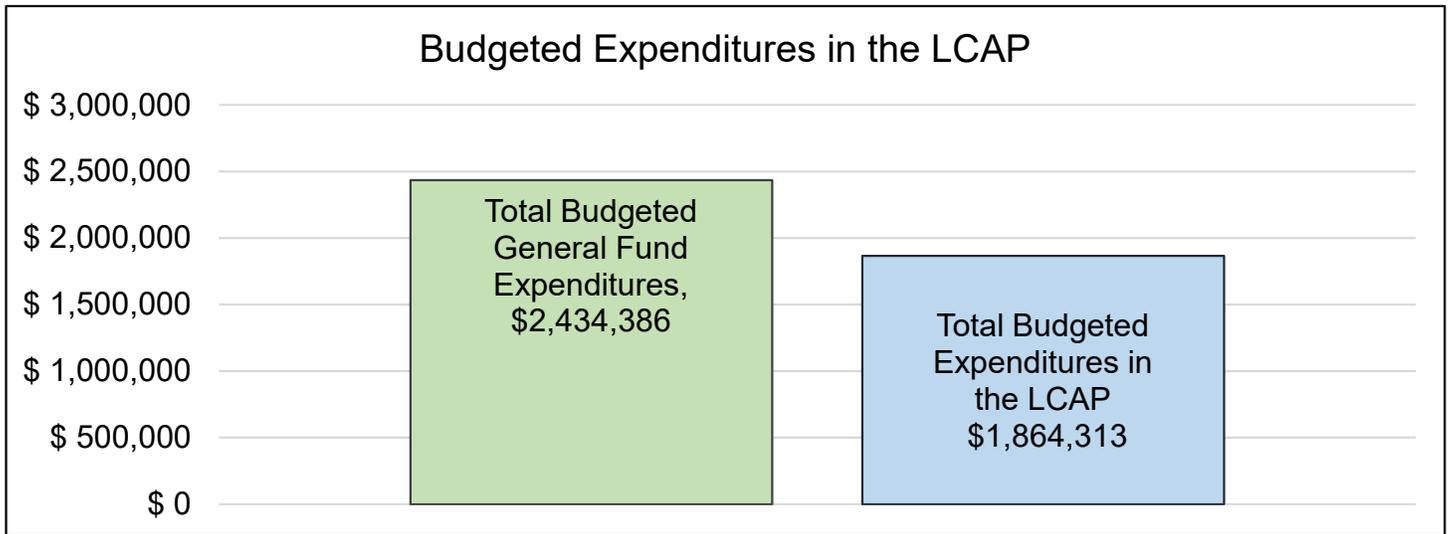


This chart shows the total general purpose revenue Bridges Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bridges Preparatory Academy is \$2,651,543.10, of which \$1,759,121.65 is Local Control Funding Formula (LCFF), \$239,151.20 is other state funds, \$84,372.54 is local funds, and \$568,897.70 is federal funds. Of the \$1,759,121.65 in LCFF Funds, \$537,369.40 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 Bridges Preparatory Academy plans to spend for 2022 – 23. 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: Bridges Preparatory Academy plans to spend \$2,434,385.95 for the 2022 – 23 school year. Of that amount, \$1,864,312.88 is tied to actions/services in the LCAP and \$570,073.06 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

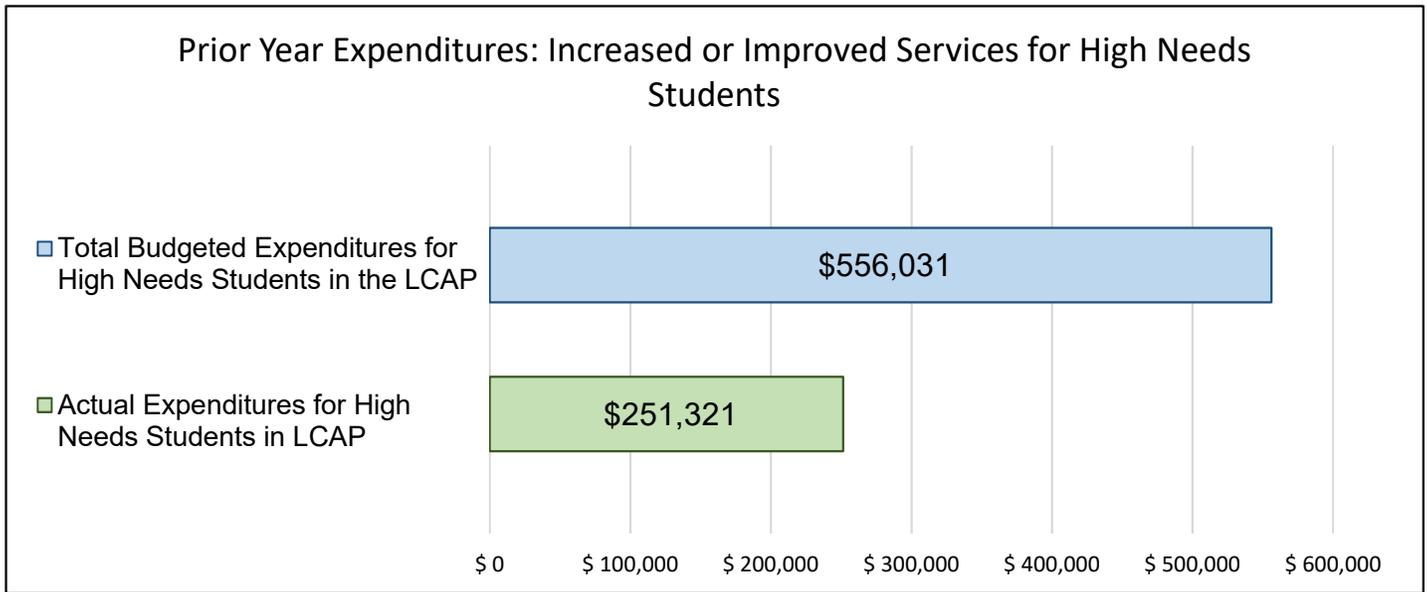
Consultants, Legal and Audit expenses, General and Workers' Compensation Insurance, and consultants among other expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Bridges Preparatory Academy is projecting it will receive \$537,369.40 based on the enrollment of foster youth, English learner, and low-income students. Bridges Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Bridges Preparatory Academy plans to spend \$537,369.40 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 2021 – 22



This chart compares what Bridges Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bridges Preparatory 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 2021 – 22, Bridges Preparatory Academy's LCAP budgeted \$556,031.25 for planned actions to increase or improve services for high needs students. Bridges Preparatory Academy actually spent \$251,321.01 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$304,710.24 had the following impact on Bridges Preparatory Academy's ability to increase or improve services for high needs students:

This difference had no impact as actual enrollment was lower than budgeted so overall costs were less.

## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bridges Preparatory Academy	Alejandro Gomez, Principal	agomez@bpacompton.org 310-877-6004

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Bridges Preparatory Academy is a newly established charter school currently serving grades 5-8, that has meaningfully consulted with its educational partners in the development of the school’s 2021-22 LCAP, mid-year update of the 2021-22 LCAP and this process will continue as we develop the 2022-23 LCAP.

Bridges Preparatory Academy has engaged its educational partners through various venues and formats on the use of funds provided through the Budget Act of 2021 (Mega-COLA, 15% LCFF Concentration Grant add-on) that were not included in the 2021-22 LCAP. Engagement with members of the public including parents/families has taken place through meetings in the following committees: English Language Advisory Committee (ELAC) Meetings (12/7/21, 1/25/22, 2/15/22), Parent Advisory Committee (12/7/21, 1/25/22, 2/15/22), and surveys. Engagement with students has taken place during Advisory and surveys. Engagement with the entire staff (certificated and classified employees) has taken place during bi-weekly staff meetings.

The Executive Director has engaged the Bridges Preparatory Academy Governing Board on the use of funds provided through the Budget Act of 2021 during board meetings.

As a newly established charter school, Bridges Preparatory Academy (serving grades 5-8) was not eligible to receive the following one-time funds provided through the Budget Act of 2021:

- Expanded Learning Opportunities Grant (ELO-G)
- Educator Effectiveness Block Grant Funds
- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P)
- A-G Improvement Grant Funds

The following plan was referenced in this prompt:

2021-22 LCAP: [https://www.bpacompton.org/files/ugd/db2a16\\_6aced270c050419ca90ba965c45ee743.pdf](https://www.bpacompton.org/files/ugd/db2a16_6aced270c050419ca90ba965c45ee743.pdf) (pages 31-47)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Bridges Preparatory Academy is a single direct funded charter school that has experienced a significant decline in student enrollment (34 students) in the 2021-22 school year. Bridges Preparatory Academy will use the additional LCFF Concentration grant add-on funds to retain its teachers that provide direct services to students to ensure continuity of services without disruption.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As a newly established charter school, Bridges Preparatory Academy, has engaged its educational partners on the use of one-time federal funds (ESSER II/CRSSA, ESSER III/ARP) received to support recovery from the COVID-19 pandemic and the impact of distance learning on students.

Bridges Preparatory Academy was not eligible to receive CARES – LLMF, ESSER I/CARES, GEER I/II, and ELO-G funds) – as a newly established school this year.

Engagement with educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students has taken place in the 2021-22 school year as follows - English Language Advisory Committee (ELAC) Meetings (12/7/21, 1/25/22, 2/15/22), Parent Advisory Committee (12/7/21, 1/25/22, 2/15/22), and surveys. Engagement with students has taken place during Advisory and surveys. Engagement with the entire staff (certificated and classified employees) has taken place during bi-weekly staff meetings.

The Executive Director has engaged the Bridges Preparatory Academy Governing Board on the use of one-time funds federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students during board meetings.

The following plans were referenced in this prompt and provide a description on the meaningful consultation with its educational partners:

2021-22 LCAP: [https://www.bpacompton.org/files/ugd/db2a16\\_6aced270c050419ca90ba965c45ee743.pdf](https://www.bpacompton.org/files/ugd/db2a16_6aced270c050419ca90ba965c45ee743.pdf) (pages 31-47)

ESSER III Expenditure Plan: [https://www.bpacompton.org/files/ugd/db2a16\\_770ec5029279406e84280598db4dc63b.pdf](https://www.bpacompton.org/files/ugd/db2a16_770ec5029279406e84280598db4dc63b.pdf) (pages 1-9)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

**Health & Safety:** Bridges Preparatory Academy's Safe Return to In-Person Instruction and Continuity of Services Plan is updated every six months. It is the priority of Bridges Preparatory Academy to ensure the Health & Safety of its students, staff and educators and ensure continuity of services as required by the American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan.

ESSER III funds are not being used this year for Health & Safety, therefore we cannot identify success and challenges.

**Continuity of Services:** Bridges Preparatory Academy has experienced a significant decline in student enrollment (34 students). ESSER III funds were critical to maintain continuity of services for all students. ESSER III Funds were used to hire the school counselor to provide social-emotional, behavioral, and mental health counseling services for our students that have been detrimentally impacted by the COVID-19 pandemic.

Challenges: there are currently no identified challenges.

**Implementation of the ESSER III Expenditure Plan:** This school year Bridges Preparatory Academy has implemented some of the actions outlined in the ESSER III Expenditure Plan.

Successes: Bridges Preparatory Academy has experienced a significant decline in student enrollment, impacting the school's overall budget. To ensure continuity of services and retain its school counselor to address the SEL and mental health needs of our students, that impact student learning, ESSER III funds have been essential to our school's program.

Challenges: there are currently no identified challenges.

The following plan was referenced in this prompt:

ESSER III Expenditure Plan: [https://www.bpacompton.org/files/ugd/db2a16\\_770ec5029279406e84280598db4dc63b.pdf](https://www.bpacompton.org/files/ugd/db2a16_770ec5029279406e84280598db4dc63b.pdf) (pages 1-9)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Bridges Preparatory Academy’s LCAP serves as the school’s comprehensive strategic planning document that incorporates the schoolwide priorities, goals, and actions to ameliorate student outcomes. As a result, all additional funds our school receives are viewed through the lens of the LCAP to determine student needs, and how to maximize fiscal resources to effectively impact and address those needs.

Bridges Preparatory Academy is a newly established charter school serving grades 5-8, that incorporates a Multi-tiered System of Supports as part of the school’s educational and instructional model, to address the academic, social-emotional, behavioral, and mental health needs of its students. The actions in the Safe Return to In-Person instruction and Continuity of Services plan align to Bridges Preparatory Academy’s LCAP which aligns to its newly implemented MTSS program. The actions funded with ESSER III funds are also in alignment with Bridges Preparatory Academy’s LCAP, serve to supplement LCFF Funds, and align to MTSS. With the decline in student enrollment of 34 students, ESSER III funds, and one-time funds provided through the Budget Act of 2021 have been critical to maintaining and ensuring continuity of services to improve student outcomes, retain its teachers, and employ a highly experienced counselor to support the SEL and mental health needs of its students.

Actions within the ESSER III Expenditure Plan are aligned to the Bridges Preparatory Academy’s LCAP to address student needs.

2021-22 LCAP: [https://www.bpacompton.org/files/ugd/db2a16\\_6aced270c050419ca90ba965c45ee743.pdf](https://www.bpacompton.org/files/ugd/db2a16_6aced270c050419ca90ba965c45ee743.pdf) (pages 31-47)

ESSER III Expenditure Plan: [https://www.bpacompton.org/files/ugd/db2a16\\_770ec5029279406e84280598db4dc63b.pdf](https://www.bpacompton.org/files/ugd/db2a16_770ec5029279406e84280598db4dc63b.pdf) (pages 1-9)

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 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
Bridges Preparatory Academy	Alejandro Gomez, Principal	agomez@bpacompton.org 310-877-6004

## Plan Summary 2022-23

### General Information

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

Bridges Preparatory Academy is a newly established charter school that opened its doors to the community of Compton in Fall 2021, offering a rigorous college preparatory education program. Bridges Preparatory Academy currently serves 78 students in grades 6-8 and reflects the community we serve with approximately 86% Hispanic, 9% African American, 15% Students with Disabilities, 36% English Learners, and 90% Socio-economically Disadvantaged.

Bridges Preparatory Academy's unique educational program was specifically designed to serve the academic, social-emotional, and behavioral needs through a trauma sensitive approach utilizing PBIS, Way of Council to establish a positive school climate to support childhood trauma the adolescents of Compton have faced. Our educational model will equip all students with a rigorous, standard-aligned college preparatory curriculum, while integrating Social-emotional learning to address the adverse childhood experiences (ACEs) they have faced. BPA will implement a "whole child approach" to education.

Bridges Preparatory Academy is an innovative middle school with a strong focus on academics, closing the achievement gap across all student groups with a Double-block ELA/Math, and daily Learning Lab, and a daily Advisory Program that starts the day with Social-emotional Learning, embedded in daily instruction & across all disciplines.

### Reflections: Successes

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

As a newly established charter school, Bridges Preparatory Academy does not have a CA School Dashboard; and local data has not yet been certified. However, a few successes this past year include:

- **Attendance rate** (preliminary) 96%; and Chronic absenteeism rate of 2%, and zero suspensions. We analyzed attendance data and identified common themes, including Fridays had the lowest attendance rate. To address this issue, we added after-school clubs on Friday afternoon that were of high interest to our students, this resulted in high attendance rates on Fridays. When a student is absent, our staff contacts the family to ask “is your child ok? We were concerned because he/she was not in school today. What can we do to help.?” This approach resulted in families being honest and created community. We identified doctor’s appointments were a common theme, so we informed families of the impact of absences on student outcomes. This resulted in families scheduling doctor appointments late in the afternoon. The Principal/Executive Director is also a credentialed counselor that provided counseling and coaching for all teachers; and had an open-door policy for students, staff and families. Communication with families was consistent and two-way.

The staff at Bridges Preparatory provided all students with a warm, nurturing, welcoming, and safe learning environment coupled with a SEL program including onsite counseling services which addressed student SEL needs, thereby creating a positive school climate. Bridges Preparatory Academy implemented PBIS combined with Restorative Practices that included student voice, as an integral component, through Student Leadership Council, and Student Ambassadors. These two student groups meet on a bi-monthly basis to discuss schoolwide activities and initiatives that promote the “Character Trait of the Month,” and design activities that promote acts of kindness and a growth mindset with academic learning and self-awareness.

We start each morning with a SEL student check-in for approximately 30 minutes, asking students “how are you feeling?”

When we identified bullying at the school, we shifted the mindset and perspective of “snitching” to the perspective that if a student reports it to an adult at the school, they are actually helping the student who is bullying. Through our SEL lessons we focused on root causes of bullying, and explained it was a sign that the student needed help. Both the Executive Director and Counselor providing counseling sessions.

School Safety – ensuring the safety of our students is critical to student engagement, participation, and daily attendance. Our school is situated in Compton, so we made every effort to ensure the safety of our students. Student dismissal was late, which provided students with safety, because at the local high school dismissal was earlier than our students. By the time BPA students would walk home, there was no threat from the local high school because there weren’t any students left. Our teachers also walked student out of the school at the end of the day to increase adult presence.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Bridges Preparatory Academy has identified the following needs this past year:

- Approximately 85% of students are reading 3 or more years below grade level; 55% reading 2 or more years below grade level.
- There are identified achievement gaps among English Learners (EL) and English Only (EO).
- Middle school students are not prepared for Algebra. Therefore, we implemented a double math block, and Learning Lab at the end of the day
- In 2022-23: all teachers will provide tutoring 2-3 times per week (after-school)
- Math interventionist was hired to provide Tier 2 support
- Students are struggling with basic math: multiplication, division, subtraction, and addition. Students are struggling with basic math facts.
- Phonemic awareness – identified need
- Fluency levels are very low for many students
- Writing skills need to be developed
- Comprehension skills are very low

## LCAP Highlights

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

Bridges Preparatory Academy was recently awarded the MTSS SUMS Phase 3 Grant which will provide the entire staff with comprehensive MTSS training and coaching. Bridges Preparatory Academy's educational model and program is built on the MTSS Framework.

Bridges Preparatory Academy is in the initial phases of implementing Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (Rtl), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of Rtl and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

MTSS is a framework that brings together both RtI<sup>2</sup> and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

Bridges Preparatory Academy has developed its 2022-23 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) – if applicable
- Providing written response to each of the committees regarding their comments

## **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.

Bridges Preparatory Academy has not been identified for Comprehensive Support and Improvement (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.

Bridges Preparatory Academy has not been identified for Comprehensive Support and Improvement (CSI).

## ***Monitoring and Evaluating Effectiveness***

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

Bridges Preparatory Academy has not been identified for Comprehensive Support and Improvement (CSI).

# Engaging Educational Partners

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

Bridges Preparatory Academy has engaged its educational partners on a consistent basis this school year and developed a culture of trust. The following is a summary of the engagement process Bridges Preparatory Academy used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** – meetings took place weekly in-person. BPA employed 5 teachers which met with the Executive Director as stated below, on a weekly basis to discuss ESSER Funding, staffing, PD needs, budget, use of one-time funds, NWEA MAP results, SEL, attendance/chronic absenteeism rates, and communicating with families.
- **Principals/Administrators:** there is one administrator as BPA is a very small school with 78 students. The Executive Director met with teachers on a weekly basis to discuss ESSER Funding, staffing, PD needs, budget, use of one-time funds, NWEA MAP results, SEL, attendance/chronic absenteeism rates, and communicating with families.
- **Other School Personnel** were consulted during weekly in-person Friday meetings on attendance, behavior, safety, and achievement gaps.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** meeting with parents on a monthly basis in addition to parent conferences that take place twice, one every semester, we also had surveys for parents and would send text messages as needed and discussions took place on NWEA MAP, intervention, Covid-19 protocols, attendance, LCAP, and SEL. Parents were also surveyed.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD)** meetings took place in-person during bi-monthly Student Council, Student Ambassadors and students were surveyed.
- **SELPA** consulted with the SELPA regularly and most recently with the development of Goal 1, action 5
- **ELAC:** meetings took place every other month with the focus on engaging parents in understanding the process of the ELD program, ELPAC assessment, reclassification rates, and asking for input. BPA was not required to form a DELAC or EL-PAC because there were only 28 ELs enrolled.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** The PAC meeting took place every 1st Tuesday of the month via zoom and the remaining are in person. During the fall semester the focus was on the progress of the 2021-22 LCAP (LCAP Supplement); EEF Plan, and ESSER III Expenditure Plan. Spring semester 2022, the focus has been on the development of the 2022-23 LCAP, Covid-19 protocols, Health & Safety, testing and staffing.

A summary of the feedback provided by specific educational partners.

During the multiple meetings that took place this past year Bridges Preparatory Academy has solicited feedback through various methods. The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** expressed concerned with the low level of academics that the students came to school with. They will be addressing and revamping all pacing guides to address the high needs. Teachers would like to research new math curriculum for adoption.
- **Principals/Administrators** expressed the need for more in person activities and parent participation since covid hindered much of in person time. Admin would like to start working on getting students at grade level because many of them were 2-4 years behind. Reclassification will continue being a priority and MTSS.
- **Other School Personnel** expressed they want to engage more with parents and were satisfied with the school's accomplishments.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** Parents wanted to see more workshops and worried about the security of their children do to covid. They wanted us to have more in person meetings.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD)** expressed they would like more in school activities and wanted after school programs.
- **SELPA** – no additional feedback provided
- **ELAC:** *parents were concerned with the low reclassification rates and annual increase in the total number of long-term ELs. Parents agreed there is a need to provide professional development for all teachers on dELD, strategies to improve instruction for ELs, and prioritize ELs for additional academic intervention during the instructional day, after-school, and for the summer enrichment program.*
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** Parents are concerned with their children being below grade level and struggling in math. They have seen major improvement but would like to see their kids at grade level before they leave 8th grade.

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

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Instructional Aides to support with small group instruction: Goal 1, Action 3
- Math Interventionist (credentialed experienced teacher): Goal 1, Action 3
- Intervention programs: Achieve 3000, iXL Math, ELA, Science, and Social Studies, & BrainPOP: Goal 1, Action 3
- PBIS training: Goal 1, Action 4

- MTSS Training: Goal 2, Action 1
- ELD Instructional Aide: Goal 2, Action 2
- Math Curriculum Adoption: Savvas: Goal 2, Action 3
- Field Trips; Goal 3, Action 1
- Parent Outreach/communication/Operations: Goal 3, Action 3

# Goals and Actions

## Goal

Goal #	Description
1	<b>Develop and implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide &amp; student groups). Use multiple types of data to support professional learning for all educators, paraprofessionals and Leadership Team.</b>

An explanation of why the LEA has developed this goal.

There is a need to use data findings from assessment results/universal screeners to address achievement gaps among student groups and provide targeted tiered intervention and supports to improve student outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
CAASPP Math	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
CA Science Test: Gr 8	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
CA Science Test: Gr 8	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
% Of Fully credentialed & Appropriately assigned Teachers	*	2021-22: 100% Source: CalSAAS			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	*	2021-22: 100% Source: Master School			100%
Facilities in “good” repair as measured by FIT	*	2021-22: Good Source: FIT Report			Good
% Of EL who made progress toward English Proficiency measured by ELPAC	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
Reclassification Rate	*	2020-21: Results pending			Will develop desired outcome once baseline results are reported.
% EL with access to CCSS & ELD Standards	*	2021-22: 100% Source: Textbook Inventory			100%

*\* Note: Bridges Preparatory Academy (BPA) is a newly established charter school and the 2021-22 school year is the first year in operation. Therefore, does not have finalized/certified data to report, nor “baseline data.”*

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</b>	Bridges Preparatory Academy (BPA) will employ an Executive Director and a total of 5 appropriately credentialed teachers to serve grades 6-8 and provide all students with a broad course of study that includes English Language Arts, Math, Science, Social Studies, and Physical Education as part of the school’s educational program.	\$610,000	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Bridges Preparatory Academy will provide its students with 183 instructional days exceeding CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 8 days of intensive Summer Professional Development to prepare for the 2022-23 academic school year, and an additional 5 non-instructional days during the academic year to focus on data analysis, tiered supports, PBIS, MTSS and Math. Teachers will also participate in weekly Professional Development and/or staff development.</p>		
2	<b>MEASURING STUDENT PROGRESS – ASSESSMENTS</b>	<p>BPA will implement assessments including universal screeners (diagnostic), interim, benchmark, formative, summative, in addition to state mandated assessments. Assessment data will be collected, disaggregated (student group, grade level and content area), and analyzed to measure and monitor student progress and identify student academic needs through a Multi-tiered System of Supports (MTSS).</p> <ul style="list-style-type: none"> <li>• NWEA MAP Reading &amp; Math: 3 times/year</li> <li>• NWEA MAP Science (Gr 8): 3 times/year</li> </ul> <p>The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student’s level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.</p>	\$4,800	Y

Action #	Title	Description	Total Funds	Contributing
3	<b>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</b>	<p>An area of concern is our student performance in Reading &amp; Math as evidenced with NWEA MAP results. An analysis of our NWEA MAP assessments indicates significant learning gaps especially among English Learners and Students with Disabilities</p> <p>Struggling learners will be enrolled in a double-block of ELA or Math, in addition to daily Learning Lab, where students will have multiple opportunities to receive tier 2 targeted support and intervention, small group instruction to accelerate learning. The Interventionist will provide Tier 2 supports specifically for students performing 3 or more years below grade level. Instructional Aides will provide Tier 1 support through small group instruction in ELA and Math courses. Students will also have access to the following intervention that provide differentiated learning and aimed at addressing learning gaps:</p> <ul style="list-style-type: none"> <li>• i-Ready ELA &amp; Math</li> <li>• BrainPOP: Math, ELA, Science, Social Studies &amp; ELD</li> <li>• iXL: ELA, Math, Science, Social Studies</li> <li>• Achieve 3000 – Lexile Reading</li> <li>• Summer School: academic and social enrichment</li> <li>• After-school tutoring: ELA, Math &amp; ELD</li> <li>• Intercession - academic</li> </ul> <p>The State Board of Education (SBE) has also approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated</p>	\$	Y

Action #	Title	Description	Total Funds	Contributing
		<p>instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.</p> <p>Achieve 3000 is a supplemental online literacy program that provides nonfiction reading content to students in grades TK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of "strong" from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. It allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. Achieve 3000 supports students to continue to accelerate their literacy growth in order to be on track for academic success.</p>		
4	<b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b>	As the recipient of the MTSS SUMS Grant, Bridges Preparatory Academy will utilize this training to further strengthen MTSS implementation and expansion. BPA is committed to providing evidence-based social-emotional supports through trauma sensitive approach utilizing PBIS, Way of Council to establish a positive school climate to support childhood trauma the adolescents of Compton have faced. Our educational model will equip all students with a rigorous, standard-aligned college preparatory curriculum, while integrating Social-emotional learning to address the adverse childhood experiences	\$335,569	N

Action #	Title	Description	Total Funds	Contributing
		<p>(ACEs) they have faced. BPA will continue to implement a “whole child approach” to education.</p> <p>BPA’s schoolwide implementation of MTSS will integrate PBIS, Way of Council, Rtl, with the “whole child” approach. BPA will participate in PBIS Cohort training at LACOE. The Executive Director (who is a Counselor) will collaborate with teachers, parents/students to design an Individualized Learning Plan (ILP) for each student.</p> <p>BPA will implement Branching minds helps teachers to identify individual students’ learning challenges and provides differentiated instruction supports in the areas of greatest need to close the achievement Gap. By identifying the root causes of students’ learning obstacles, teachers have more time to deliver appropriate interventions in small group instruction. It also focuses on MTSS.</p> <p>In addition, Ready4K will be implemented and is designed to give parents and caregivers the tools and insights they need to buffer the effects of trauma and navigate challenge and adversity</p> <p>All students will be enrolled Advisory course that meets daily with the Advisory Teachers (advisors) that will remain with the student for all three years while at BPA. The goal is for every student to have an Advisor to establish a strong positive relationship built on trust. Advisory will include one-on-one check-ins biweekly as well as a structured social-emotional learning program Way of Council, from the Ojai Foundation.</p>		
5	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</b>	BPA strives to provide all students and staff with a safe and clean school facility site and adhere to all state	\$197,400	N

Action #	Title	Description	Total Funds	Contributing
		and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings.		
6	<b>SERVICES TO SUPPORT SWD</b>	<p>Bridges Preparatory Academy’s Special Education Team will provide instructional and social emotional support as outlined by the students IEP. LACOE serves as the school’s SELPA provider. The Executive Director (SPED Administrator) will ensure IEP timelines, IEP Meetings and related services will be addressed and communicated with parents. The Special Education Team comprised of the Executive Director (SPED Director), RSPs, Education Professionals, and service providers will deliver required services to Students with Disabilities (SWD) to ensure the academic, social-emotional, and behavioral needs are met, and services provided.</p> <p>Members of the Special Education team will participate in professional learning provided by the SELPA, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers in planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student’s IEP.</p>	\$187,400	N
7	<b>BROAD COURSE OF STUDY</b>	<p>BPA will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, &amp; PE) that include the following:</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Creative Writing</li> <li>• Robotics</li> </ul>	\$21,500	N

## Goal Analysis for 2021-22

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

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

Action 1: Due to a significant decline in (projected) student enrollment (34) students, BPA was unable to hire additional teachers.  
Action 4: The School Counselor was re-hired (laid off due to low student enrollment but re-hired due to stimulus funds); and the intern provides small group and individual counseling sessions for our 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.

There were material differences with Actions 1 and 4 due to a decline in projected enrollment, between Budgeted Expenditures and Estimated Actual Expenditures.

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

Despite layoffs due to low enrollment each and every action was instrumental in making progress toward the goal.

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

The reporting of the ELA CAASPP, Math CAASPP, and CA Science Test metric was revised to report the percentage of students that met/exceeded standards rather than distance from standard, due to the suspension of the CA School Dashboard.

Per CDE revised guidance, Priority 8 (Other Pupil Outcomes) applies to High Schools. With the CDE's suspension of the Fitnessgram for the past 2 years and a modified assessments in the current year, this Priority 8 metric will be eliminated on the LCAP.

**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.**

# Goal

Goal #	Description
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students.

An explanation of why the LEA has developed this goal.

With the shift to in-person instruction, our educators, paraprofessionals, support staff, and administrators have identified critical areas for professional learning to address the diverse learning needs of our students which extend beyond academics and encompasses the integration social-emotional learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students with access to Standards-aligned materials	*	2021-22: 100% Source: Textbook Inventory			100%
Implementation of the Academic content & performance Standards – measured using CDE’s Self-reflection Local Indicator Priority 2 (source)	*	2021-22: Implementation Academic Standards		2023-24: Implementation Academic Standards	
		ELA	3	ELA	4
		ELD	3	ELD	4
		Math	3	Math	4
		NGSS	3	NGSS	4
		History	3	History	4
		Health	3	Health	4
		PE	3	PE	4
		VAPA	3	VAPA	4
		Attendance Rate Source: CALPADS	*	2021-22: Results pending	
Chronic absenteeism Rate Source: Dataquest	*	2021-22: Results pending			<10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate Source: CALPADS	*	2021-22: 0%			0%

*\* Note: Bridges Preparatory Academy (BPA) is a newly established charter school and the 2021-22 school year is the first year in operation. Therefore, does not have finalized/certified data to report, nor “baseline data.”*

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROFESSIONAL DEVELOPMENT</b>	<p>All teachers will participate in 8 days of intensive Summer Professional Development to prepare for the 2022-23 academic school year, and an additional 5 non-instructional days during the academic year to focus on data analysis, tiered supports, PBIS, MTSS and Math. Teachers will also participate in weekly Professional Development and/or staff development.</p> <p>The Executive Director will provide instructional coaching, observations, and feedback for all teachers and on effective evidence-based pedagogical strategies.</p> <p>Professional development will be facilitated by the Executive Director, and the areas of focus for 2022-23 school year include:</p> <ul style="list-style-type: none"> <li>• ELD Cengage curriculum adoption</li> <li>• MTSS</li> <li>• Writing across the curriculum</li> <li>• PBIS</li> <li>• Branching Minds</li> <li>• Savvas Math curriculum adoption coaching</li> <li>• Ways of Council</li> <li>• i-Ready: implementation and teacher resource tools</li> </ul>	\$12,000	N

Action #	Title	Description	Total Funds	Contributing
2	<b>EQUITABLE SERVICES FOR ENGLISH LEARNERS</b>	<p>All teachers will implement SDAIE strategies and the 6 Key Strategies for teaching ELs (Project GLAD): vocabulary and language development, guided interaction (collaborative learning), metacognition and authentic assessment, explicit instruction, meaning-based context and universal themes, and modeling, use of graphic organizers and visuals.</p> <p>ELs will receive designated and integrated ELD; and utilize Cengage ELD curriculum. The EL Instructional Aides will provide push-in supplemental support specifically for English learners/Long term EL that are struggling academically during ELA, ELD and Math courses.</p> <p>BPA's Professional Development Plan provides all teachers with additional training for supporting ELs including EL Roadmap, Designated/Integrated ELD, including resources from CDE ELD Standards Teaching modules (ELA/ELD Implementation Support Videos), and Californians Together EL Roadmap Administrators and Teacher Toolkit. Californians Together EL Roadmap Toolkit was designed by Dr. Laurie Olsen, and is a statewide coalition of parents, teachers, administrators, board member, etc., focusing on improving instruction for CA EL's by improving schools and promoting equitable educational policy. Instructional Learning Plans for English learners will be: (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.</p>	\$72,144	Y
3	<b>CORE CURRICULAR PROGRAM NEEDS</b>	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> <li>• English Language Arts: Study Sync</li> <li>• Math: Savvas</li> <li>• Science: Savvas</li> </ul>	\$112,000	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Social Studies: National Geographic Learning Cengage</li> <li>• ELD: Cengage</li> </ul>		
<b>4</b>	<b>CLOSING THE DIGITAL DIVIDE</b>	Bridges Preparatory Academy will ensure all students have access to a technology device to access instructional & supplemental materials; use of SMART board, contract IT Support; and continue to utilize Zoom for virtual meetings.	\$63,500	N

## Goal Analysis for 2021-22

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

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

Action 3: Math curriculum was not purchased because the school was piloting a different curriculum. The math curriculum will be purchased for the 2022-23 school year.

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

Action 1: there is a material difference since Math curriculum was not purchased this year but rather adopted.

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

Actions were effective in making progress toward the goal.

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

With the CDE's suspension of the CA School Dashboard the metric under priority 4, which referenced percentage of ELs who made progress as measured by the English Learner Progress Indicator (ELPI), was revised this year by the CDE to the "Percentage of English Learners who made progress toward English Proficiency measured by the ELPAC" Assessment. Therefore, this metric was revised under 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.**

# Goal

Goal #	Description
3	<b>Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.</b>

An explanation of why the LEA has developed this goal.

Continue to engage parents and develop partnerships with the community to support the needs of our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	*	2020-21: 0% Source: CALPADS			<1%
Expulsion Rate	*	2020-21: 0% Source: CALPADS			0%
Student Survey: Student Perception of School Safety & Connectedness Source: CHKS	*	2021-22: <u>% Sense of safety</u> <ul style="list-style-type: none"> <li>• 50% Gr 6</li> <li>• 72% Gr 7</li> <li>• 74% Gr 8</li> </ul> % School connectedness <ul style="list-style-type: none"> <li>• 44% Gr 6</li> <li>• 30% Gr 7</li> <li>• 65% Gr 8</li> </ul> Source: CHKS			>70%
Parent Survey: Sense of safety & school connectedness	*	2021-22: 66% Sense of safety 71% School connectedness			>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: CSPS			
Teacher/staff Survey: Sense of safety & school connectedness	*	2021-22: 100% Sense of safety 100% School connectedness  Source: internal survey			>90%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	*	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 3			Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	*	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4			Rating of 5

*\* Note: Bridges Preparatory Academy (BPA) is a newly established charter school and the 2021-22 school year is the first year in operation. Therefore, does not have finalized/certified data to report, nor “baseline data.”*

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</b>	<p>Bridges Preparatory Academy will provide all students with opportunities to engage in outdoor learning opportunities through field trips to enhance learning, deepen student engagement and motivation.</p> <p>To support student engagement and a positive school climate, our school will continue to implement PBIS schoolwide events, assemblies, and family/community events.</p> <p>The Executive Director, Operations Manager, and Campus Aide will ensure the School’s Health &amp; Safety Plan adheres to state and county health department guidelines and ensure health screenings are provided to students. Uniforms will be provided to students.</p>	\$146,000	N
2	<b>PARENT INPUT IN DECISION-MAKING</b>	<p>At Bridges Preparatory Academy, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>English Language Advisory Committee (ELAC), DELAC, &amp; EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) – if applicable</li> <li>Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul>	\$0	N
3	<b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>The Operations Manager/Parent Outreach Coordinator &amp; Executive Director will ensure all parents including those of Unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to engage as partners in their child’s education through Coffee with the Principal</p>	\$102,000	Y

Action #	Title	Description	Total Funds	Contributing
		<p>(specifically for families with SWD, Coffee with the Principal, Open House, back to school night, and parent conferences.</p> <p>Our staff will communicate with families using Parent Square and provide updates on the school's website. Parents will also be provided with access to PowerSchool Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as the anticipated/identified by our (primary) language survey and the "15% and above translation needs" criteria.</p> <p>The Operations Manager/Parent Outreach Coordinator will facilitate and/or lead Parent Workshops on the following topics:</p> <ul style="list-style-type: none"> <li>• Academic (literacy/math)</li> <li>• Social-emotional learning</li> <li>• Technology/Internet Safety</li> <li>• Parent socializing</li> <li>• Other topics as requested</li> <li>• Understanding ILP</li> <li>• Sex trafficking</li> <li>• A-G requirements – for 8<sup>th</sup> grade parents.</li> </ul>		

## Goal Analysis for 2021-22

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

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

Action 1: Due to surges in Covid-19 rates, field trips were suspended to ensure the health and safety of students and staff.

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.

There is a material difference with Action 1 since field trips did not take place.

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

The actions were effective in supporting and making progress toward the goal.

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

The metrics pertaining to parent, staff and student survey was modified to adhere to the CDE's requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$537,369	\$70,721.13

## 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
43.98%	0%	0\$	43.98%

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

## Required Descriptions

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

With the return to in-person instruction and as part of our annual comprehensive needs assessment through the analysis of NWEA MAP Reading and Math assessment data, schoolwide/student group data, we identified academic achievement gaps among Unduplicated Pupils.

Consistent with the requirements of 5 CCR Section 15496(b), increased services that are contributing for Unduplicated Pupils (UP); and are principally directed towards and effective in meeting the academic needs of Unduplicated Pupils (UP) and are provided on a schoolwide basis which include:

- Goal 1, Action 1: Bridges Preparatory Academy (BPA) will provide its students with 183 instructional days exceeding CA state requirement of 175 instructional days. All teachers will participate in 8 days of intensive Summer Professional Development to prepare for the 2022-23 academic school year, and an additional 5 non-instructional days during the academic year to focus on data analysis, tiered supports, PBIS, MTSS and Math. Teachers will also participate in weekly Professional Development and/or staff development. The Executive Director will also serve as the Counselor and Instructional Coach
- Goal 1, Action 2: BPA will implement assessments including universal screeners (diagnostic), interim, benchmark, formative, summative, in addition to state mandated assessments. Assessment data will be collected, disaggregated (student group, grade level and content area), and analyzed to measure and monitor student progress and identify student academic needs through a Multi-tiered System of Supports (MTSS). NWEA MAP Reading, Math and Science assessment will be administered.

- Goal 1, Action 3: An area of concern is our student performance in Reading & Math as evidenced with NWEA MAP results. An analysis of our NWEA MAP assessments indicates significant learning gaps especially among English Learners and Students with Disabilities. Struggling learners will be enrolled in a double-block of ELA or Math, in addition to daily Learning Lab, where students will have multiple opportunities to receive tier 2 targeted support and intervention, small group instruction to accelerate learning. The Interventionist will provide Tier 2 supports specifically for students performing 3 or more years below grade level. Instructional Aides will provide Tier 1 support through small group instruction in ELA and Math courses. Students will also have access to the following intervention that provide differentiated learning and aimed at addressing learning gaps: i-Ready ELA & Math, BrainPOP: Math, ELA, Science, Social Studies & ELD, iXL: ELA, Math, Science, Social Studies, and Achieve 3000 – Lexile Reading.

The State Board of Education (SBE) has also approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

- Goal 3, Action 3: The Operations Manager/Parent Outreach Coordinator & Executive Director will ensure all parents including those of Unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to engage as partners in their child's education through Coffee with the Principal (specifically for families with SWD; Coffee with the Principal, Open House, back to school night, and parent conferences. Our staff will communicate with families using Parent Square and provide updates on the school's website. Parents will also be provided with access to PowerSchool Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: All teachers will implement SDAIE strategies and the 6 Key Strategies for teaching ELs (Project GLAD): vocabulary and language development, guided interaction (collaborative learning), metacognition and authentic assessment, explicit instruction, meaning-based context and universal themes, and modeling, use of graphic organizers and visuals.

ELs will receive designated and integrated ELD; and utilize Cengage ELD curriculum. The EL Instructional Aides will provide push-in supplemental support specifically for English learners/Long term EL that are struggling academically during ELA, ELD and Math courses. BPA's Professional Development Plan provides all teachers with additional training for supporting ELs including EL Roadmap, Designated/Integrated ELD, including resources from CDE ELD Standards Teaching modules (ELA/ELD Implementation Support Videos), and Californians Together EL Roadmap Administrators and Teacher Toolkit. Californians Together EL Roadmap Toolkit was designed by Dr. Laurie Olsen, and is a statewide coalition of parents, teachers, administrators, board member, etc., focusing on improving

instruction for CA EL's by improving schools and promoting equitable educational policy. Instructional Learning Plans for English learners will be: (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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.

Bridges Preparatory Academy will use additional concentration grant add-on funds to fund the Interventionist that will provide Tier 2 intervention, (Goal 1, Action 3) which will increase the number of staff that provide direct services to Unduplicated Pupils.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

## FY21-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 1,085,168.27	\$ 811,004.03

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 541,231	\$ 433,770
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 1,680	\$ 4,550
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 49,225	\$ 14,634
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 89,250	\$ 50,634
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 125,600	\$ 99,500
1	6	SERVICES TO SUPPORT SWD	No	\$ 86,250	\$ 56,849
1	7	BROAD COURSE OF STUDY	No	\$ 5,040	\$ 17,234
2	1	PROFESSIONAL DEVELOPMENT	No	\$ 3,600	\$ 90
2	2	EQUITABLE SERVICES FOR EL	Yes	\$ 29,600	\$ 26,236
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 78,372	\$ 56,259
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 61,600	\$ 41,988
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 10,720	\$ 9,260
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 3,000	\$ -

### FY21-22 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)
\$ 251,321	\$ 556,031	\$ 251,321	\$ 304,710	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 541,231	\$ 251,321.01	0.00%	0.00%
2	2	EQUITABLE SERVICES FOR EL	Yes	\$ 14,800		0.00%	0.00%

## FY21-22 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)
\$ 661,145	\$ 251,321	0.00%	38.01%	\$ 251,321	0.00%	38.01%	\$0.00 - No Carryover	0.00% - No Carryover

## FY22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,480,788	\$ 77,000	\$ 80,000	\$ 226,525	1,864,313	\$ 1,193,988	\$ 670,325

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 297,500	\$ -	\$ -	\$ -	\$ 297,500
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 125,000	\$ -	\$ -	\$ -	\$ 125,000
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 129,675	\$ -	\$ -	\$ -	\$ 129,675
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 57,825	\$ -	\$ -	\$ -	\$ 57,825
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ 4,800	\$ -	\$ -	\$ -	\$ 4,800
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 4,344	\$ -	\$ -	\$ 44,625	\$ 48,969
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 175,600	\$ -	\$ -	\$ 4,000	\$ 179,600
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 10,000	\$ 77,000	\$ -	\$ -	\$ 87,000
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 3,000	\$ -	\$ -	\$ 3,000	\$ 6,000
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ -	\$ -	\$ -	\$ 14,000	\$ 14,000
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 156,000	\$ -	\$ -	\$ 41,400	\$ 197,400
1	6	SERVICES TO SUPPORT SWD	SPED	\$ 32,400	\$ -	\$ 80,000	\$ 75,000	\$ 187,400
1	7	BROAD COURSE OF STUDY	All	\$ 16,500	\$ -	\$ -	\$ 5,000	\$ 21,500
2	1	PROFESSIONAL DEVELOPMENT	All	\$ -	\$ -	\$ -	\$ 12,000	\$ 12,000
2	2	EQUITABLE SERVICES FOR ENGLISH LEARNERS	EL	\$ 72,144	\$ -	\$ -	\$ -	\$ 72,144
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 87,000	\$ -	\$ -	\$ 25,000	\$ 112,000
2	4	CLOSING THE DIGITAL DIVIDE	All	\$ 61,000	\$ -	\$ -	\$ 2,500	\$ 63,500
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 146,000	\$ -	\$ -	\$ -	\$ 146,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 102,000	\$ -	\$ -	\$ -	\$ 102,000

**FY22-23 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
\$ 1,221,752	\$ 537,369	43.98%	0.00%	43.98%	\$ 537,369	0.00%	43.98%	<b>Total:</b>	\$ 537,369
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ 72,144
								<b>Schoolwide Total:</b>	\$ 465,225

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	Schoolwide	All	BPA	\$ 125,000	0.00%
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	Schoolwide	All	BPA	\$ 57,825	0.00%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	Schoolwide	All	BPA	\$ 4,800	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	BPA	\$ 175,600	0.00%
2	2	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	Limited	English Learners	BPA	\$ 72,144	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	Schoolwide	All	BPA	\$ 102,000	0.00%

## 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

### Purpose

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

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### *Focus Goal(s)*

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

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

### *Broad Goal*

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

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

### *Maintenance of Progress Goal*

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

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

### *Required Goals*

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

#### *Measuring and Reporting Results:*

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

*Goal Analysis:*

Enter the LCAP Year.

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

### **Action Tables**

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

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

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

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

## Data Entry Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

#### Contributing Actions Table

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

#### Annual Update Table

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

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

#### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

#### LCFF Carryover Table

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

#### Calculations in the Action Tables

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

#### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

#### *Contributing Actions Annual Update Table*

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

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

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

#### *LCFF Carryover Table*

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