

Local Control and Accountability Plan (LCAP) Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2022-23

Date of Board Approval:

2/20/23

LEA name:

Bridges Preparatory Academy

CDS code:

19-10199-0140798

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Bridges Preparatory Academy will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LEAs LCAP Federal Addendum does not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Bridges Preparatory Academy (BPA) is in its second year of operation serving the community of Compton providing a rigorous college preparatory educational program. Bridges Preparatory Academy currently serves 118 students in grades 6-8 reflecting the community demographics - 79% Hispanic, 20% African American, 11% Students with Disabilities, 26% English Learners, and 85% who qualify for free/reduced lunch.

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.

The following LCAP Goals were developed to reflect an equity lens and key areas of focus for Bridges Preparatory Academy.

- Goal #1: 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 & student groups). Use multiple types of data to support professional learning for all educators, paraprofessionals, and Leadership Team.

- Goal #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.

- Goal #3: 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.

Bridges Preparatory Academy is the recipient of the MTSS SUMS Grant that provides schoolwide training and coaching on strengthening and systematizing the school's 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 (RtI), because it also focuses 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 RtI 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. This process creates alignment across systems and clearly defines levels of support, based on data, for all students.

Bridges Preparatory Academy will use federal funds to supplement and enhance local priorities and/or initiatives funded with LCFF (State) funds as reflected in the school's LCAP.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Bridges Preparatory Academy (BPA) collaborates with teachers using Improvement Science research through the Plan, Do, Study, Act (PDSA) model in combination with its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at Bridges Preparatory Academy. Our goal is to optimize our programs and strategies by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implementing the Action Plan, and continuing to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

The Executive Director serves as the Foster Youth/Homeless Liaison and serves these students and families along with our low-income students and families through case management, workshops, and providing resources identified to support our students.

To close achievement gaps, Bridges Preparatory Academy (BPA) will allocate Title I funds for an Instructional Aide that provides tiered academic support through high dosage tutoring for our struggling learners.

Bridges Preparatory Academy aligns federal funds with State and local funds with its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, stakeholder feedback, and an analysis of student assessment data.

BPA's LCAP includes and identifies multiple funding sources including an annual evaluation of the effectiveness of programs funded with federal funds. Annual review and revisions are made based on the findings of the evaluation, and federal funds are allocated to newly identified needs. This process is developed and monitored by the school's leadership team and presented to its educational partners (staff, teachers, parents, students, community) to solicit input, and feedback, and is then approved by the school's Governing Board annually.

During the LCAP process the goals, actions/services, desired outcomes, and funding sources (state and federal) are discussed with administrators, teachers, classified staff, and parents via Parent Advisory Committee (PAC); English Learner Advisory Committee (ELAC), and public Board Meetings to gather input and feedback. Once the LCAP is adopted it is uploaded to the school's website; and updates are shared at Board, staff, and parent meetings.

The alignment and coherence of the actions and services planned to address the three LCAP goals are illustrated by the following:

All teachers and paraprofessionals participate in 8 days of intensive summer professional development; an additional 5 non-instructional days during the academic year to focus on data analysis, tiered supports, MTSS Implementation, PBIS, Ways of Council, Trauma Informed Practices, and evidence-based pedagogical strategies. Our teachers also participate in weekly Professional Development and/or staff development during the academic school year.

- Title II & IV funds will be transferred to Title I to fund the costs of the instructional aide who also participates in professional development and planning with the ELA/Math teachers.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section LEAs must identify and address disparities. Tools on CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create plan which must include root cause analysis of the disparity
 - b. Plan must be created with meaningful educational partner engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Bridges Preparatory Academy is a charter school.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])

Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value

and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand (ESSA Section 1116(f)).

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bridges Preparatory Academy consults with its educational partners in the development, review, revision, and evaluation of the Title I Parent and Family Engagement Policy. This includes consultation with its Parent Advisory Committee (PAC), ELAC, Parents/guardians including those representing unduplicated pupils and Students with Disabilities, to solicit input and feedback to measure its effectiveness. Currently, BPA has a total of 31 English Learners therefore not required to form a DELAC and an EL-PAC.

The Title I Parent & Family Engagement Policy has been distributed and discussed with families along with the Parent/Student Handbook led by the Executive Director. Interpreter services are made available upon request for schoolwide and parent meetings. All materials sent to families are written in language that is understandable and accessible to parents and translated to Spanish language (as identified as the language meeting the 15% threshold). Accommodations as appropriate are also made for family members with disabilities which includes providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Ongoing communication with families is at the core of BPA's philosophy. The Operations Manager/Parent Outreach Coordinator & Executive Director ensures all parents including those of Unduplicated pupils (UP), and Students with Disabilities (SWD) are provided with numerous opportunities to engage as partners in their child's education through Coffee with the Principal, Open House, back to school night, and parent conferences.

Our staff communicate with families using Parent Square and provide updates on the school's website. Parents are provided with access to PowerSchool Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff.

The Operations Manager/Parent Outreach Coordinator facilitates and/or has led Parent Workshops on the following topics: Academic (Literacy/Math); Social-emotional Learning; Technology/Internet Safety; Parent socializing, Understanding ILP, sex trafficking, A-G requirements (8th grade), to name a few.

BPA has developed an LCAP that also serves as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) – currently not applicable due to EL enrollment of 31 students
- Providing written response to each of the committees regarding their comments

The LCAP planning process meets both state and federal requirements.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bridges Preparatory Academy operates a Title I Schoolwide Program and uses Title I funds for supplemental services to close the achievement gap between students meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports provided includes both academic and social-emotional strategies that bridge the opportunity gap through an equity lens focusing on a whole child approach to education.

The Comprehensive Needs Assessment was developed with the input and involvement of our educational partners and drives the annual development of the school's LCAP; and its schoolwide initiatives.

The 2022-23 LCAP and LCAP Federal Addendum, also serve as the Schoolwide Plan (SWP) which is comprehensive plan and developed with the input of parents and other members of the community to be served and individuals who carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The LCAP (SWP Plan) is monitored regularly by the Leadership Team in collaboration with school staff, parents via - Parent Advisory Committee (PAC), ELAC/DELAC, EL Parent Advisory Committee, and staff

to seek input and feedback. Our LCAP provides descriptions of strategies that are implemented to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including expanded learning opportunities and enrichment that provide a well-rounded education; and address the needs of all students, especially those at risk of not meeting the challenging State Academic Standards in alignment with the CA MTSS Framework.

The engagement of our educational partners is essential on the use of LCFF and federal funds for schoolwide programming, developing annual growth targets, and evaluating program effectiveness and needs. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The engagement of educational partners in the development of the LCAP process includes input from ELAC, PAC, parent survey results to solicit input from a broad range of parents.

To address the academic needs of our students, Title I funds were used to fund an Instructional Aide to provide tiered academic intervention for struggling learners.

Bridges Preparatory Academy does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable.

Neglected or delinquent: Not applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bridges Preparatory Academy ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Executive Director also serves as the Homeless Liaison and ensures that students experiencing homelessness are appropriately identified and served. The Executive Director will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include food, transportation, hygiene products, housing support, and counseling. In addition, the school will assist with resources, such as local shelters and other services in the community. Additionally, Title I funds may support these services, or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, and counseling.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Bridges Preparatory Academy provides all educators (General Education & Special Education) with a comprehensive evidence-based professional development that includes 8 days of intensive Summer Professional Development, an additional 5 non-instructional days during the academic year to focus on data analysis, PBIS, Ways of Council, Literacy/Math foundational skills, and MTSS tiered supports, in addition to weekly Professional Development during the academic school year.

The Executive Director has over 24 years of experience as an educator and holds both an Administrative Credential and Pupil Personnel Services Credential. The Executive Director also serves as the instructional coach, conducts observations, and provides feedback for all teachers and paraprofessionals. Professional development areas of focus include ELA & Math curriculum adoption as a school in its second year of operation; analyzing student achievement data (i-Ready, Achieve 3000, SBAC ELA/Math Assessments, ELPAC Summative, & CA Science Test); including the use of evidence-based pedagogical strategies to increase student engagement, academic rigor, critical thinking, and problem-solving skills, in addition to effective strategies for English Learners and Students with Disabilities.

Key areas for Professional Development were established through a needs assessment, supported by the Leadership team in collaboration with teachers, paraprofessionals, parents and students. Title II funds will support professional development that provides our educators the opportunity to gain a deeper understanding of the key areas for professional development and include practice and reflection. Through the ongoing improvement process, BPA evaluates its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems.

BPA provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Principal/New School Leaders participate in an orientation to the school and benefit from ongoing collaboration and leadership professional learning from organizations such as the Los Angeles County Office of Education (LACOE) School Leadership Institute, School Leadership Transition and/or Administrative Coaching.
- New teachers to the profession and/or newly hired teachers benefit from ongoing collaboration with experienced teachers, and coaching from the administrative leadership team, in addition to participation in a teacher induction program in combination with weekly professional development on evidence-based pedagogical strategies.
- Principal/School Leaders have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.
- All teachers will participate in 8 days of intensive Summer Professional Development prior to the start of the school year, including 5 non-instructional days during the academic school year focused on analyzing student achievement data, and developing intervention plans; and weekly professional development during the academic year. In addition, teachers also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.
- Instructional aides/paraprofessionals also participate in professional development during the summer, and academic school year, in addition to instructional coaching by the Administrative Leadership Team. Instructional aides/paraprofessionals will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

Federal Funds are used to supplement professional growth and improvement such as induction for teachers, and school leaders in an effort to build capacity among our teachers and provide them with meaningful opportunities for teacher leadership.

Through BPA's annual ongoing schoolwide improvement cycle, it evaluates its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school's LCAP, shared with its educational partners, and reported in the annual update of the school's LCAP Federal Addendum.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please describe the LEA’s process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c) .
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

Not applicable to charter schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these stakeholders.

Bridges Preparatory Academy uses data from its internal assessments (i-Ready Reading & Math, Achieve 3000), CAASPP/ELPAC/CAST state mandated assessments, school climate survey data (Panorama Ed), and CA School Dashboard to evaluate Title II, Part A activities. These are reviewed and analyzed by the school’s leadership and distributed and discussed with its educational partners during LCAP meetings.

The Executive Director regularly conducts classroom/teacher observations to ensure strategies taught in professional development are implemented with fidelity and address our students' needs.

BPA has implemented a data-driven decision-making process for its educational program that includes the implementation of a Multi-tiered System of Supports that utilizes assessment data, local data, samples of student work, feedback and input from its educational partners (Administrative Team, Teachers, Paraprofessionals, Parents, Community members, & Governing Board) through surveys, ongoing consultation described in Section 2102(b)(3) that will serve to continually update and improve activities supported under Title II, Part A, that will also be reported annually in the school's LCAP, and Local Indicators Report on the CA Schools Dashboard. In addition, BPA consults with reputable organizations/partnerships including the plethora of resources and trainings through the Los Angeles County Office of Education (LACOE), that have demonstrated expertise in programs and activities that provide evidence-based programs and services.

The Executive Director presents data reports at Governing Board public meetings, and data is used in the evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

Based on the diagnostic assessments administered in reading, language and mathematics, BPA will focus on improving literacy instruction and math instruction including foundational skills, providing tiered academic supports, in addition to supplemental differentiated academic intervention programs.

At BPA, we believe that the success of Professional Learning is reflected in the academic success of our students and serves as a measure of the effectiveness of our school's Professional Learning plan. BPA will also use other qualitative measures, including teacher feedback from professional development sessions, student feedback, and data collected by the Executive Director from classroom observations.

The engagement of our educational partners is an essential component of the school's expenditures of LCFF and federal funds, including funding for professional development. This process includes the Executive Director, teachers (including special education and EL), paraprofessionals students, parents, and the governing board, with the analysis of data, in developing growth targets, and in reflecting on what is working and areas for growth. The LCAP engagement process of its educational partners ensures transparency, input and feedback.

BPA will transfer Title II funds to Title I to fund an Instructional Aide to provide targeted academic intervention for struggling learners.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bridges Preparatory Academy does not receive Title III funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bridges Preparatory Academy does not receive Title III funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bridges Preparatory Academy does not receive Title III Funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bridges Preparatory Academy does not receive Title III Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Bridges Preparatory Academy (BPA) has partnered with the Los Angeles County Office of Education (LACOE) that provides ongoing training and coaching on Positive Behavioral Interventions and Supports (PBIS) as an evidence-based three-tiered framework to improve and integrate all the data systems, and practices affecting student outcomes daily. In addition, BPA has partnered with the Ojai Foundation to train the entire school's staff with Ways of Council which has been integrated into the school's Advisory Program. All students are enrolled in an age/grade level appropriate Advisory course.

(B) After conducting a needs analysis and considering input from our educational partners, Bridges Preparatory Academy will be transferring Title IV funds into Title I to fund an Instructional Aide to provide additional academic support for our struggling learners which will impact student engagement and academic outcomes.

Bridges Preparatory Academy uses funds in alignment with Title IV regulation and in conjunction with input from its educational partners as part of the school's LCAP ongoing schoolwide improvement cycle. Bridges Preparatory Academy has implemented activities related to supporting a well-rounded education under Section 4107 using multiple funding sources beyond Title IV funds.

Bridges Preparatory Academy is a charter school and not subject to equitable services requirements for private schools.

Bridges Preparatory Academy has consulted with its educational partners on the use of Title IV requirements and funding. Bridges Preparatory Academy's 2022-23 LCAP also serve as its SPSA and meets the educational partner requirements outlined in CA EC 64001(j) and the requirements contained in CA EC 52062(a).

Bridges Preparatory Academy provides all students, including unduplicated pupils and Students with Disabilities, with a **well-rounded education** that includes Advisory, Technology, Creative Writing, and Robotics in addition to all core subjects. During the Advisory course, students will receive college and career guidance, financial literacy. Technology course will adhere to the ISTE Standards and include options such as coding for students.

The ISTE Standards provide the competencies for learning, teaching and leading in the digital age, providing a comprehensive roadmap for the effective use of technology in schools worldwide. Grounded in learning science research and based on practitioner experience, the ISTE Standards ensure that using technology for learning can create high-impact, sustainable, scalable and equitable learning experiences for all learners.

(C) **For Safe and Healthy Students:** Bridges Preparatory Academy (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 equips 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 continues to implement a “whole child approach” to education.

BPA’s schoolwide implementation of MTSS integrates PBIS, Way of Council, RtI, with the “whole child” approach. BPA plans to participate in PBIS Cohort training at LACOE. Counselors/Advisors will collaborate with teachers, parents/students to design an Individualized Learning Plan (ILP) for each student.

All students are enrolled Advisory course that meets daily with the Advisory Teachers (advisors) that 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 includes one-on-one check-ins biweekly as well as a structured social-emotional learning program Way of Council, from the Ojai Foundation.

BPA administers the Panorama SEL surveys each trimester. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The evidence-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compile data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

(D) Bridges Preparatory Academy has implemented a 1:1 **student-to-device ratio** schoolwide. Laptops/devices are utilized by students across all grade levels. However, Title Funds are not used to fund technology devices and/or hardware. On an annual basis the Technology and Internet Acceptable Use Policy is and will be distributed and discussed with parents, students, and staff to ensure all staff and students adhere to the school’s policy.

Title IV funds will not be used to fund the effective use of technology. Technology has been and will continue to be funded with other funding sources.

(E) Bridges Preparatory Academy **annually evaluates** the effectiveness of the activities carried out under this section based on objectives and outcomes outlined in the school's LCAP, Comprehensive Needs Assessment, and the annual review and revision of the school's LCAP Federal Addendum in consultation with its educational partners (Administrative Team, Teachers, Paraprofessionals, parents, students and community).