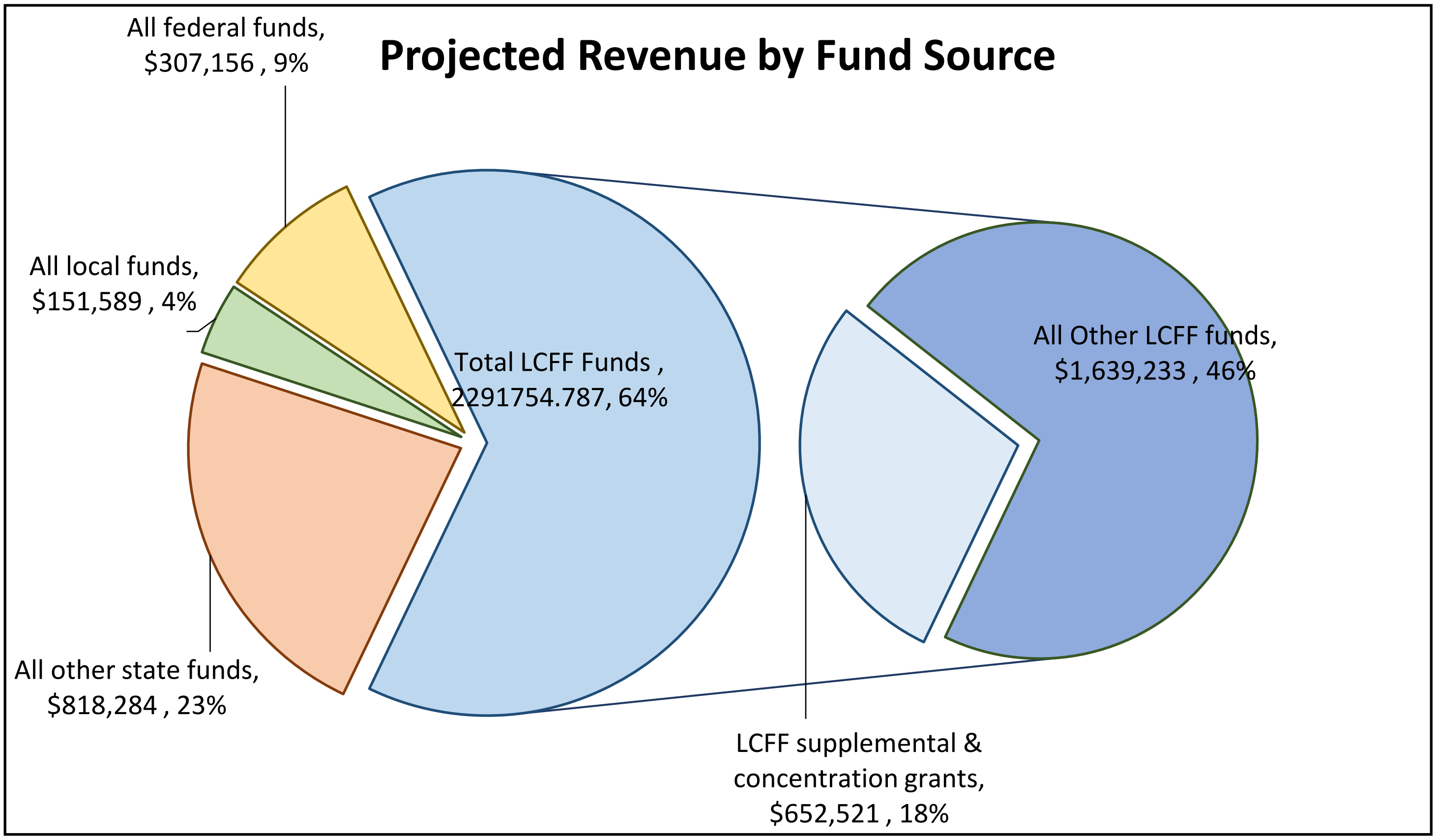
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Preparatory Academy
CDS Code: 19 10199 0140798
School Year: 2025-26
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 2025-26 School Year

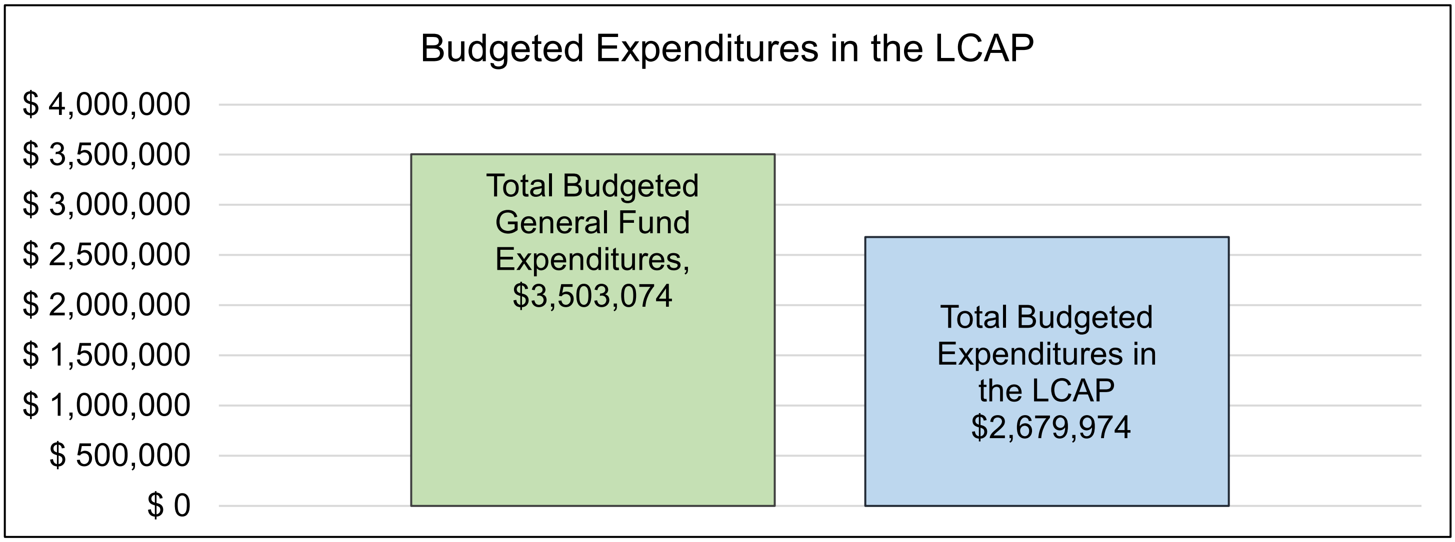


This chart shows the total general purpose revenue Bridges Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bridges Preparatory Academy is $3,568,783.53, of which $2,291,754.79 is Local Control Funding Formula (LCFF), $818,284.19 is other state funds, $151,588.50 is local funds, and $307,156.05 is federal funds. Of the $2,291,754.79 in LCFF Funds, $652,521.43 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 2025-26. 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 $3,503,073.77 for the 2025-26 school year. Of that amount, $2,679,974.50 is tied to actions/services in the LCAP and $823,099.27 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

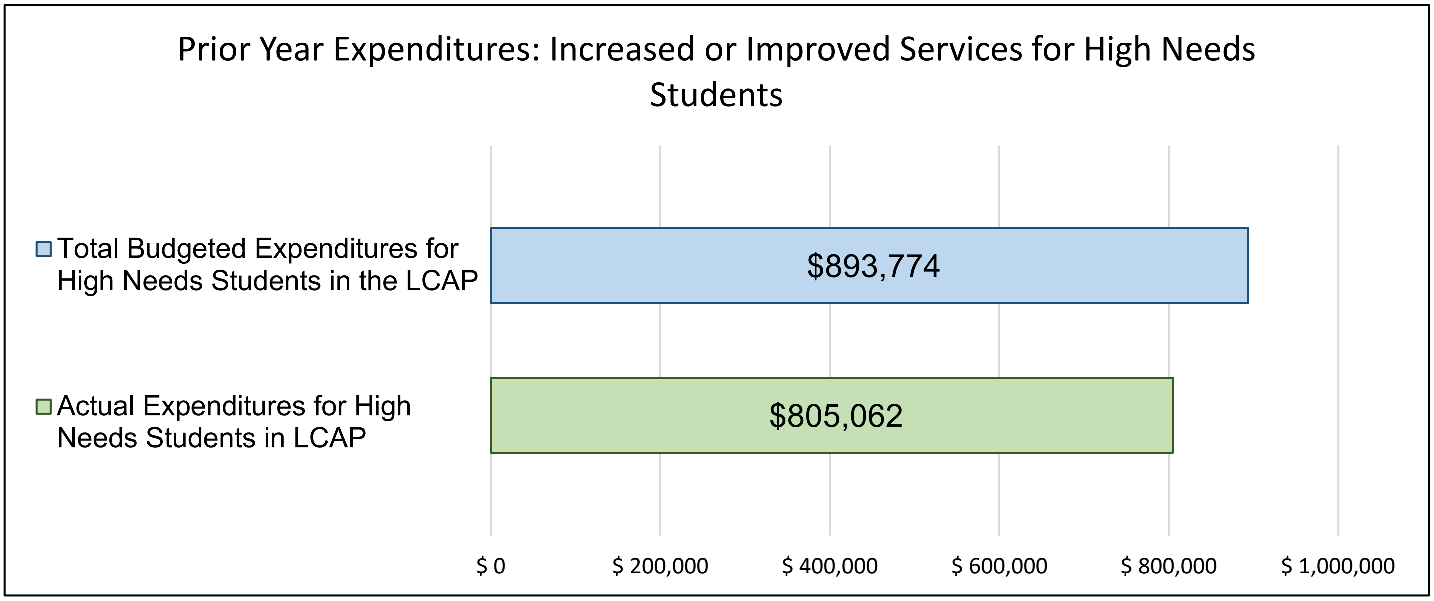
Some student materials, supplies, facilities, meals, insurance, and consultants

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bridges Preparatory Academy is projecting it will receive $652,521.43 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 $1,194,847.05 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 2024-25



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 2024-25, Bridges Preparatory Academy's LCAP budgeted $893,773.67 for planned actions to increase or improve services for high needs students. Bridges Preparatory Academy actually spent $805,062.45 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $88,711.22 had the following impact on Bridges Preparatory Academy's ability to increase or improve services for high needs students:

There was one less instructional aide and less afterschool tutoring than anticipated.

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 2025-26

General Information

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

Bridges Preparatory Academy (BPA) is dedicated to providing all students with a rigorous, college-preparatory education through a comprehensive "whole child" approach. Serving 151 students in grades 6-8, BPA reflects the diversity of our community: 88% Hispanic, 10% African American, 1% White, 1% Two or More Races, 27% English Learners (EL), 1% Homeless, 1% Foster Youth, 13% Students with Disabilities, and 88% Socioeconomically Disadvantaged.

Commitment to Innovation and Equity

BPA is an innovative middle school focused on closing the achievement gap for all student groups. Our academic program features double-block ELA/Math, a daily Learning Lab, and a daily Advisory Program that begins with Social-Emotional Learning (SEL), embedded throughout instruction and across all disciplines.

As a small school, BPA's entire staff meets daily, fostering open and transparent communication that enables efficient, student-centered decision-making. Our unique educational program is grounded in the Multi-Tiered System of Supports (MTSS) Framework, addressing academic, social-emotional, and behavioral needs through a trauma-sensitive approach. We utilize PBIS and Way of Council to establish a positive school climate and support students who have experienced childhood trauma, particularly those from the Compton community.

Grant Support and Expansion as a Community School

BPA is proud to be the recipient of the Cohort 4 California Community Schools Partnership Program (CCSPP) Implementation Grant, a five-year grant that will support our expansion into a full Community School. This grant will also strengthen our MTSS implementation in alignment with our LCAP goals, ensuring comprehensive support for all students.

Additionally, as a recipient of the MTSS SUMS Phase 3 Grant, BPA continues to engage in comprehensive, equity-focused staffwide MTSS training. This ongoing professional development improves our delivery of services, enhances schoolwide practices, and reinforces our commitment to addressing the academic, social-emotional, behavioral, and mental health needs of our students.

Community School Model and Partnerships

Currently in the planning phase of implementing a Community School, supported by the CA Community Schools Partnership Planning Grant, BPA is committed to removing barriers to learning by addressing the needs of students, families, and staff. We are guided by the California Community Schools Framework and the Four Pillars of Community Schools:

1. **Integrated Student Supports**
2. **Family & Community Engagement**
3. **Collaborative Leadership and Practices for Educators and Administrators**
4. **Extended Learning Time and Opportunities**

BPA is building a coherent, comprehensive, and sustainable community school by leveraging existing resources and establishing partnerships with community and government agencies. Our partners include S-TAC, Los Angeles Institute for Restorative Practices (LAIRP), and the LACOE PBIS Community of Practice, all of whom provide professional learning and coaching for our teachers. We have also partnered with PEBSAF and Rady4K to offer parent education workshops that engage, empower, and transform families, equipping them with the knowledge and skills to support student success.

Comprehensive Planning and Engagement of Educational Partners

Bridges Preparatory Academy has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (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)
- Student Advisory Committee
- Providing written response to each of the committees regarding their comments

Additionally, BPA has developed a comprehensive needs assessment to guide the allocation of Title funding and LREBG funding, ensuring that resources are directed to areas of greatest need. For the 2025 school year, BPA is not eligible for Equity Multiplier Funds

Bridges Preparatory Academy remains steadfast in its mission to provide all students with a high-quality, equitable education that prepares them for college, career, and lifelong success, while supporting the whole child and engaging families and the community as essential partners.

Reflections: Annual Performance

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

The following table reflects Bridges Preparatory Academy's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Blue	Blue	N/A	Yellow	Yellow
English Learners	--	Blue	Blue	N/A	Yellow	Yellow
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	N/A	Yellow	Yellow
Students with Disabilities	N/A	--	--	N/A	--	--
African American	N/A	--	--	N/A	--	--
Hispanic	N/A	Blue	Blue	N/A	Yellow	Yellow
Two or More Races	N/A	--	--	N/A	N/A	N/A

Excerpt from 2024-25 LCAP on BPA's Performance on the 2023 CA School Dashboard

Bridges Preparatory Academy was the recipient of the ***MTSS SUMS grant*** a multi-year comprehensive staff wide training on the CA MTSS Framework and implementation of the SWIFT Fidelity Integrity Assessment (FIA). Using the MTSS Framework ensures all student needs are met through targeted interventions across three levels of support. Our educators have designed intervention plans using multiple types of data (state and local) to make informed decisions and maximize student outcomes. 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 Sate 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 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 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.

BPA's "whole child" approach to education aims to remove barriers to learning by addressing student, family and staff needs through the implementation of the ***CA Community Schools Framework*** & the 4 Pillars of Community Schools: (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities. As a small school with limited resources these grants have been integral in building staff capacity, expertise and in developing partnerships with community-based organizations, agencies and Institutes of Higher Education to accomplish our goals.

Over the past year, BPA has participated in the Los Angeles County Office of Education (LACOE) ***Positive Behavioral Interventions and Supports (PBIS***) Community of Practice (CoP). PBIS is a framework for creating safe, positive and equitable schools, where every child can feel valued, connected to the school community and supported by caring adults. By implementing evidence-based practices within a PBIS framework, BPA can support their students' academic, social, emotional, and behavioral success, engage with families to create locally meaningful and culturally relevant outcomes, and use data to make informed decisions that improve the way things work for everyone.

This past year, our staff has participated in training on restorative practices led by the Los Angeles Institute for Restorative Practices which will continue in the upcoming school year. BPA has adopted and implemented Ripple Effects SEL curriculum, which is taught daily, and embedded in daily schoolwide practices and expectations. We attribute the BLUE Performance level on the CA School Dashboard for the **Suspension Rate Indicator** and the **Chronic Absenteeism Indicator** to our staff wide implementation of MTSS, PBIS, restorative practices and Ripple Effects SEL with fidelity in alignment with the 4 Pillars of Community Schools.

English Language Arts Academic Indicator: Bridges Preparatory Academy had an 11.5-point gain for the ELA Academic Indicator; 28.3-point gain for English Learners, 8.2 gain for Socioeconomically Disadvantaged (SED), and 9-point gain for the Hispanic student group. This past year we added intervention courses for ELA to address post-pandemic learning gaps, using NWEA MAP data to identify students that were struggling academically. BPA also utilized supplemental online learning platforms Achieve 3000, iXL, and BrainPOP in addition to afterschool, intersession and summer programming to provide students with additional academic tutoring, and social enrichment. During data analysis meetings with teachers, we identified the need to provide all teachers with additional coaching on the Science of Reading and strategies to support with vocabulary development across all disciplines. Students continue to struggle with reading comprehension and vocabulary. Feedback from our educational partners (teachers, admin and parents) also identified the need to add a Reading Interventionist and Reading instructional assistant to provide tiered instructional support in reading. During conversations with students who were absent this year, they identified they were struggling with the coursework and were becoming disengaged. For the 2024-25 school year, the UCLA Writing Project will provide staffwide coaching, conduct classroom observations, and feedback cycles on the Science of Reading and strategies to support our English Learners (EL) and Students with Disabilities (SWD).

Math Academic Indicators: Bridges Preparatory Academy had a 36.7-point gain for the ELA Academic Indicator; 74.7-point gain for English Learners, 32.2 gain for Socioeconomically Disadvantaged (SED), and 41.9-point gain for the Hispanic student group. This past year we added intervention courses for Mathematics to address post-pandemic learning gaps, using NWEA MAP data to identify students that were struggling academically. BPA also adopted Reflex supplemental online learning platform. Reflex is an adaptive and individualized program for mastering math fact fluency. It continuously monitors each students' performance to create the optimal experience for each student. It provides educators with reports on areas of strength, and areas for growth so teachers can scaffold instruction focusing on concepts not yet mastered by the student. For the 2024-25 school year will continue to implement and strengthen tiered intervention for Math, including afterschool, intersession and summer programming to provide students with additional academic tutoring, and social enrichment. We will also be researching new math curriculum for adoption that meets the learning needs of our students.

2024 CA SCHOOL DASHBOARD: Bridges Preparatory Academy

The following table reflects Bridges Preparatory Academy's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

English Language Arts (ELA) Needs Assessment

BPA's comprehensive needs assessment addresses the English Language Arts (ELA) performance challenges identified on the 2024 California School Dashboard, where Bridges Preparatory Academy received Orange performance levels for All Students, English Language Learners (ELL), and Socioeconomically Disadvantaged (SED) student groups. This assessment will inform strategic planning for the 2025-26 school year to improve academic outcomes in literacy and language development.

2024 California School Dashboard Results: The 2024 Dashboard reveals concerning trends across multiple student groups. All Students performed at Orange level with -38.3 Distance from Standard (DFS). English Learners showed the most significant gap at Orange level with -60.9 DFS, declining by -4.7 points from previous year. Socioeconomically Disadvantaged students likewise performed at Orange level with -41.3 DFS, declining by -1.7 points. Only Hispanic Students showed modest improvement, achieving Yellow level at -31.8 DFS with an increase of +6.2 points.

Additional assessment data indicates a schoolwide decline from 27% to 25% proficient/advanced on MAP Growth ELA. The data reveals ELL performance is significantly concentrated in lower percentiles, with 50% scoring in the 1st-20th percentile and 34% in the 21st-40th percentile. Students with Disabilities show similar challenges with 39% in the 1st-20th percentile. Particularly concerning is the dramatic decline in reclassification rate from 28.8% (2022-23) to 8.1% (2023-24) and ELPAC proficiency from 46.43% to 17.65% during the same period.

Identified Strengths

The Hispanic student group demonstrated positive growth (+6.2 points), moving to Yellow performance level despite remaining below standard. BPA has fully implemented comprehensive assessment systems including NWEA MAP and classroom assessments with regular data analysis meetings to track student progress. The school has established a strong instructional support infrastructure with Learning Lab periods, double-block scheduling for ELA/Math, and Instructional Aides providing structured interventions. Students have full access to digital learning tools such as Lexia, iXL, Achieve3000, and BrainPOP supporting individualized instruction. The Reading Interventionist provides professional development, classroom observations, feedback cycles, and works with small groups to build foundational skills. Schoolwide implementation of writing strategies and graphic organizers has increased writing stamina and quality among students, including ELLs.

Areas of Need/Gaps

The school faces persistent underperformance in ELA with an overall decline across multiple student groups. ELs (-60.9 DFS) and SED students (-41.3 DFS) show the most significant performance gaps. Students struggle with comprehension of literary texts, preventing access to grade-level content across all subject areas. The dramatic declines in EL proficiency rates (46.43% to 17.65%) and reclassification rates (28.8% to 8.1%) indicate significant program ineffectiveness. Staff turnover, including two General Education teachers and an ineffective ELD coach, has disrupted instructional continuity. Wide learning gaps exist between student foundational skills and grade-level standards, especially among EL and SWD populations. The inconsistent implementation of progress monitoring tools across classrooms limits effective intervention.

Resource Inequities:

- Instructional materials and curriculum inequities include a lack of culturally relevant and differentiated materials for EL and SED students reading significantly below grade level, and limited access to high-quality reading intervention materials specifically designed to address comprehension deficits for diverse learners.
- Teaching quality and support disparities manifest as uneven distribution of experienced teachers working with highest-need students, inconsistent implementation of ELD instruction, and limited specialized support for English Learners in mainstream classrooms.

Student support inequities include

- gaps in systematic identification and intervention processes for students showing early reading difficulties, limited coordination between ELD services, special education supports, and core instruction, and inconsistent implementation of progress monitoring tools.
- Student-related factors exacerbating these inequities include accumulated learning gaps from interrupted education, limited academic language proficiency, lack of background knowledge for accessing grade-level content, disengagement from learning due to repeated academic failure, and inconsistent attendance limiting instructional time.

Root Causes Analysis: Instructional factors contributing to performance gaps include misalignment between classroom instruction and assessment expectations, inconsistent implementation of evidence-based literacy practices across classrooms and grade levels, and insufficient explicit instruction in reading comprehension strategies needed for academic content areas. Program design and implementation issues include ineffective implementation of the ELD program resulting in declining performance metrics, lack of clear differentiation between designated and integrated ELD instruction, instructional time allocation that doesn't prioritize literacy development, and insufficient small group instruction targeting specific reading skill deficits.

Staff capacity challenges include limited professional development in evidence-based literacy instruction for content area teachers, insufficient collaboration between general education, ELD, and special education teams, inadequate coaching and support for teachers implementing new literacy approaches, and turnover in key teaching positions affecting program continuity. Assessment and data use problems stem from the gap between assessment administration and instructional response, inconsistent use of formative assessment data to guide instruction, and insufficient frequency of progress monitoring for intervention programs.

2025-26 Plan of Action

The 2025-26 plan includes:

- Implementing daily 30-minute intervention blocks for identified students
- Addition of a reading specialist (reading Interventionist/Reading Instructional Coach for highest-need students, and establishing monthly progress monitoring, (Goal 2, Action 2)
- Addition of an evidence-based reading program: Lexia (Goal 1, Action 2)
- The ELD program will be restructured with clear expectations for designated and integrated instruction, implementing a comprehensive academic vocabulary program across content areas, and providing targeted professional development for all teachers on supporting ELs,
- Cross-departmental collaboration will be enhanced by restructuring schedules for collaborative planning between general education, special education, and ELD teachers, creating vertical alignment teams to ensure continuity of literacy instruction, and implementing co-teaching models in classrooms with high EL populations, and the addition of an ELD Instructional Coach. (Goal 1, Action 5)
- Instructional Coaching: Academic language development will be addressed by training content teachers on language development strategies, implementing consistent vocabulary routines across subjects, creating comprehension supports for content areas, and developing academic language scaffolds. (Goal 2, Action 2)
- Family literacy partnerships will be strengthened by developing home reading support kits, conducting parent workshops on supporting comprehension, creating family literacy events, and providing literacy resources in home languages. (Goal 3, Actions 2 and 3)

- Staff development will include comprehensive literacy professional development and Reading Intervention Coach for all staff, specialized training on the Science of Reading for ELA teachers and creating teacher learning communities focused on literacy instruction. (Goal 2, Action 2)
- Assessment and progress monitoring systems will include NWEA MAP Growth assessments (three times yearly), Ellevation language assessments, and fluency assessments. (Goal 1, Action 5)

Math Needs Assessment

BPA's comprehensive needs assessment addresses the mathematics performance challenges identified on the 2024 California School Dashboard, where Bridges Preparatory Academy's English Language Learners (EL) received an Orange performance level with a concerning decline. While the LCAP midyear update showed some overall gains in mathematics, the performance of EL students requires particular attention. This assessment will inform strategic planning for the 2025-26 school year to improve academic outcomes in mathematics, with targeted interventions for English Learners.

2024 California School Dashboard Results

The 2024 Dashboard reveals a complex picture of mathematics performance. All Students showed improvement in math with +14.7 points growth from baseline yet remain significantly below standard. Hispanic students improved by +7.4 points, and Socioeconomically Disadvantaged (SED) students showed the strongest growth at +10.6 points. However, English Learners present the most significant concern with an Orange performance level, showing insufficient growth of only +2.1 points despite initial baseline scores that were substantially lower than other groups (-71.7 DFS).

The comparative analysis reveals a widening achievement gap between EL students and their peers. While other student groups are making more substantial progress in mathematics, EL students are improving at a slower rate, effectively falling further behind. This trend suggests that current instructional approaches and interventions are not adequately meeting the specialized needs of English Learners in mathematics.

<u>Identified Strengths</u>

- The mathematics program at Bridges Preparatory Academy demonstrates several notable strengths that provide a foundation for improvement. The school has implemented a data-driven approach that prepares teachers to evaluate student performance and create targeted small groups for intervention. Particularly notable is the double-block scheduling for Math (especially for 6th graders), which provides extended learning time in this critical content area. Instructional Aides effectively support students through one-on-one and small group instruction during regular classes and Learning Lab periods.
- The implementation of evidence-based supplemental intervention platforms, particularly Reflex Math for developing math facts and fluency, has positively impacted foundational skills development. The expanded learning opportunities program (ELOP) has provided valuable additional instructional time in mathematics through after-school support, intersession, and summer programming. The systematic approach to assessment through NWEA MAP allows for tracking of progress over time for all student groups and informs instructional planning.

Areas of Need/Gaps

- Despite overall improvements in mathematics, significant gaps persist, particularly for English Learners. EL students show minimal growth (+2.1 points) compared to other student groups, indicating that current instructional approaches are not effectively meeting their specialized needs. There appears to be insufficient differentiation in core mathematics instruction to address the diverse learning needs of EL students, who require both content and language support simultaneously.
- The data suggests a notable gap in mathematical literacy and academic language acquisition for EL students. While basic computational skills may be developing, the abstract language of mathematics and problem-solving contexts remain significant barriers. The current intervention system lacks sufficient specialization for the unique challenges faced by EL students in mathematics, where linguistic complexity often masks conceptual understanding.
- Limited evidence exists of systematic coordination between mathematics and ELD instruction, creating disconnected learning experiences for EL students. Assessment data indicates that while students may demonstrate progress on discrete skills, the application of mathematics in complex, language-heavy problem-solving scenarios remains challenging for EL students. There also appears to be insufficient professional development specifically targeting effective mathematics instruction for English Learners.

Resource Inequities: Several resource inequities contribute to the mathematics achievement gap for EL students.

- Instructional materials lack sufficient scaffolding to support simultaneous development of mathematical concepts and academic language for EL students. Current curriculum resources do not adequately integrate mathematical vocabulary development with conceptual understanding in ways that benefit language learners. There is an evident lack of bilingual mathematics resources that allow students to leverage their primary language to develop mathematical understanding.
- Instructional time inequities emerge as EL students must simultaneously develop language proficiency and mathematical skills within the same time constraints as their English-proficient peers. Current staffing models do not provide sufficient collaboration time between mathematics teachers and ELD specialists to effectively integrate language and content instruction. Professional development resources have not adequately addressed the specific pedagogical skills needed for effective mathematics instruction for English Learners.
- Technology access, while universal, lacks specialized software and applications specifically designed to support mathematical development for EL students through visual, linguistic, and conceptual scaffolds. Assessment systems, while robust, may not accurately measure mathematical understanding distinct from language proficiency, potentially masking true mathematical abilities of EL students.

Root Causes Analysis

- Several interrelated factors contribute to the mathematics achievement gap for English Learners. The lack of integration between mathematics and language instruction results in isolated skill development rather than holistic mathematical proficiency for EL students. Current instructional approaches often prioritize procedural fluency over conceptual understanding, disadvantaging students who need deeper comprehension to overcome language barriers. The linguistic complexity of word problems and mathematical discourse creates disproportionate barriers for EL students when not systematically addressed through instruction.
- Teacher preparation and professional development insufficient specialize in effective mathematics instruction for English Learners, leaving educators without necessary strategies to address the unique challenges at the intersection of language and mathematics learning. Limited

opportunities exist for EL students to demonstrate mathematical thinking through alternative means when language barriers are present. Instructional pacing designed for native English speakers may not allow sufficient processing time for students simultaneously learning language and content.

- The emphasis on abstract mathematical concepts without sufficient concrete and representational experiences disadvantages EL students who benefit from multiple modalities of learning. Cultural and linguistic disconnects between mathematics curriculum contexts and EL students' experiences create additional barriers to engagement and comprehension. Assessment approaches that cannot distinguish between language barriers and mathematical understanding may lead to inappropriate interventions that do not address the true area of need.

2025-26 Plan of Action

The 2025-26 plan addresses the specific needs of English Learners in mathematics through a comprehensive, multi-faceted approach.

- **Specialized Math Instruction for English Learners**: Addition of a Mathematics Intervention Specialist /Instructional Coach with expertise in teaching EL students to provide targeted small-group instruction focused on building mathematical language and concepts simultaneously. This specialist will implement daily 30-minute intervention blocks with research-based approaches specifically designed for language learners in mathematics. All mathematics classrooms will integrate visual mathematics approaches, manipulatives, and multiple representations to support conceptual understanding regardless of language proficiency.
- **Professional Development for Math-Language Integration**: All mathematics teachers will receive specialized training on integrated mathematics and language instruction led by the Math Instructional Coach.
- **Family and Community Engagement:** Mathematics workshops will be conducted for families of EL students in their primary languages, focusing on how to support mathematical thinking at home. Bilingual mathematics resources will be developed and distributed to families to reinforce school learning.
- **Cross-Department Collaboration**: A structured collaboration system will be implemented between mathematics teachers and ELD specialists, including shared planning time and co-teaching opportunities. Clear articulation of mathematics language objectives will be developed alongside content objectives for all mathematics units. The master schedule will be adjusted to allow for integrated ELD instruction with specific attention to mathematical language and concepts. This initiative requires no additional funding beyond staff time already allocated.

Chronic Absenteeism Needs Assessment

BPA's needs assessment addresses the concerning ***chronic absenteeism rates*** reflected in the 2024 California School Dashboard, where Bridges Preparatory Academy received Orange performance levels across all student groups. This represents a significant decline from the previous year's performance and requires comprehensive analysis and strategic intervention. The assessment will inform targeted approaches for the 2025-26 school year to improve attendance rates and enhance student engagement with school.

Data Analysis and Performance Indicators

The 2024 CA School Dashboard reveals a dramatic increase in chronic absenteeism across all student groups at Bridges Preparatory Academy. English Learner students showed a 20% chronic absenteeism rate, representing a 20-percentage point increase from the previous year's 0%.

Socioeconomically Disadvantaged (SED) students experienced an 18.1% chronic absenteeism rate, also increasing from 0% the previous year. Hispanic students similarly showed a 17.1% chronic absenteeism rate, increasing from the previous year's 0% rate. These statistics represent a significant decline from the blue (highest) performance level in 2023 to orange (concerning) performance level in 2024 for all student groups.

More recent internal data suggests a slight improvement, with chronic absenteeism declining from 20% to approximately 11% in the current 2024-2025 school year. While this indicates that interventions may be beginning to take effect, the rate remains substantially higher than the 2022-23 baseline of 0% and requires continued, intensified focus. Attendance data is being regularly collected and analyzed, alongside student and parent surveys specifically designed to identify barriers to attendance.

Identified Strengths: Despite the concerning trends, Bridges Preparatory Academy has implemented several effective strategies that provide a foundation for improvement. The school has established regular outreach to families through ParentSquare, where they share resources on the importance of daily attendance, provide up-to-date attendance data, and clarify guidelines on when children should stay home due to illness. Daily phone calls to families of absent students and home visits for students with consecutive absences demonstrate a proactive approach to addressing attendance issues before they become chronic.

The school has implemented a tiered intervention process that convenes support meetings with social workers and family liaisons when students approach the chronic absenteeism threshold. This collaborative effort allows for identification of barriers and creation of individualized attendance strategies. The use of DeansList to automatically send emails after five absences, along with documentation shared during parent-teacher conferences, has created greater awareness of attendance patterns among families. Additionally, the recent decline from 20% to 11% chronic absenteeism suggests that current strategies are beginning to yield positive results, though continued refinement and intensification are necessary to restore the school to its previous high-performance levels.

Areas of Need/Gaps

Despite some progress, significant gaps remain in addressing chronic absenteeism. The dramatic increase from 0% to double-digit chronic absenteeism rates across all student groups indicates a systemic issue requiring comprehensive intervention. English Learners show the highest rate at 20%, suggesting a need for targeted support that addresses the unique barriers faced by this population.

The school has identified that despite initial progress, current interventions have not sufficiently addressed barriers related to transportation, childcare responsibilities, health conditions, and academic struggles. There appears to be a gap in addressing the root causes of chronic absenteeism for specific student populations, particularly English Learners who experienced the highest increase.

Communication methods, while improved, have not yet reached all families effectively, as indicated by continued confusion about attendance policies and the impact of absences on academic outcomes. The tiered intervention system requires further refinement to ensure early identification and support for students showing initial attendance concerns, before patterns become chronic.

While the school has implemented various strategies, there is a need for more coordinated, data-driven decision-making around which interventions are most effective for which student groups, allowing for more targeted resource allocation.

<u>Resource Inequities</u>: Several resource inequities contribute to the chronic absenteeism challenges at Bridges Preparatory Academy. Families have unequal access to reliable transportation, with some students facing long walking distances, inconsistent bus routes, or reliance on limited public transit systems. This creates a significant barrier for regular attendance, particularly during inclement weather or in unsafe neighborhoods.

- Childcare responsibilities disproportionately affect middle school students from lower-income households, where they may need to provide care for younger siblings or ill family members when parents or guardians are working. This creates an inequitable burden that directly impacts school attendance.
- Health-related inequities are evident through chronic physical conditions like asthma that lead to frequent absences, particularly among students with limited access to healthcare services. This results in untreated or poorly managed conditions that disproportionately affect attendance.
- Communication inequities exist as not all families have reliable access to digital platforms used for school communications. Limited digital access can result in families missing important attendance information, policy updates, or intervention opportunities.
- There is also an inequity in academic engagement, as students experiencing academic struggles may avoid school out of frustration or fear of failure, creating a cycle where absences lead to further academic challenges, which in turn lead to more absences. Without targeted intervention, this cycle disproportionately affects already vulnerable student populations.

<u>Root Causes Analysis</u>

- Multiple interconnected factors contribute to the chronic absenteeism challenges at Bridges Preparatory Academy. Transportation barriers present a fundamental obstacle for many students, with inconsistent bus routes, long walking distances, and family reliance on a single vehicle or limited public transit creating practical hurdles to daily attendance.
- Childcare responsibilities reflect the economic realities of many families, where middle school students must provide care for younger siblings or ill family members when adults are working. This necessary family support role directly conflicts with school attendance expectations.
- Physical and mental health conditions represent another significant factor, with asthma and other chronic illnesses leading to frequent medical appointments or health-related absences. Limited access to healthcare services results in untreated or poorly managed conditions that further impact attendance.
- Communication and policy awareness gaps contribute to the problem, as some families do not fully understand attendance policies, the academic impact of absences, or available supports. Limited digital access, confusion about what constitutes an excused absence, and unawareness of available accommodations create unnecessary barriers to regular attendance.
- Academic disengagement appears as both a cause and consequence of absenteeism, with students falling behind academically choosing to avoid school out of frustration or fear of failure. Without intervention, this creates a self-reinforcing cycle that is difficult to break.
- Family instability factors, including housing insecurity and economic hardship, create conditions where consistent school attendance becomes a lower priority compared to meeting basic needs. These systemic factors require comprehensive support beyond typical school interventions.

2025-26 Plan of Action

Building on current progress, Bridges Preparatory Academy will implement a comprehensive attendance improvement strategy for 2025-26 focusing on evidence-based interventions tailored to the needs of specific student groups identified through data analysis. The plan addresses the following areas:

- **Policy Communication and Early Intervention** The school will revise the Student Handbook to clearly outline attendance expectations and provide specific action steps for families as absences accumulate. Setting expectations from Day 1, with direct communication to students about attendance's impact on academics and extracurricular eligibility, will establish clear norms. Communication will include accessible formats for all families regardless of technology access, with materials provided in multiple languages to ensure equitable access to information.
- **Tiered Intervention Framework** A three-tiered MTSS-aligned system will be implemented with specific thresholds (5%, 10%, 15%) triggering tailored responses. Tier 1 universal strategies will include attendance recognition, classroom-based incentives, and engaging instructional practices for all students. Tier 2 targeted interventions will focus on students with emerging attendance concerns (5-9% absences), implementing check-in/check-out systems, attendance contracts, and peer support groups. Tier 3 intensive interventions will address chronically absent students (10%+ absences), featuring individualized attendance plans, case management, and coordination with community resources.
- **Transportation and Basic Needs Support** BPA will continue to provide transportation assistance programs, including carpooling networks, bus passes, and community partnerships for transportation resources. A resource coordination system will be established to address basic needs that impact attendance, including housing support, health services, and childcare resources. The Community Schools Coordinator will lead these efforts, connecting families with appropriate community resources to address fundamental barriers to attendance.
- **Family Engagement and Support** Proactive communication during orientations using attendance data will educate families about academic consequences of absences. Home visits after two unexplained absences will allow for early intervention before patterns become chronic. Family attendance workshops will be conducted in multiple languages, providing practical strategies for overcoming common attendance barriers. A parent-to-parent mentoring program will connect families who have successfully improved attendance with those currently struggling.
- **Staff Development and Student Engagement** Professional development for teachers will focus on relationship-centered practices and daily attendance intervention strategies. Using interest-based mentoring and engaging instructional practices will build a sense of belonging and routine among students with low engagement. Expanded afterschool programming will provide additional motivation for school attendance through high-interest activities connected to academic success.
- **Attendance Monitoring and Data Systems** Enhanced data systems will allow for real-time attendance tracking and automated early warning notifications to staff and families. Weekly attendance team meetings will review data, identify trends, and adjust interventions based on effectiveness. Quarterly program evaluation will assess the impact of attendance initiatives on different student populations, allowing for continuous improvement.

This comprehensive approach is based on proven practices in attendance improvement, including early warning systems associated with a 17% drop in chronic absenteeism (Source: Attendance Works) and family engagement strategies that have shown a 15% increase in attendance rates

(Source: National Education Association). By aligning resources to these evidence-based approaches, Bridges Preparatory Academy aims to decrease chronic absenteeism by 10% and improve overall daily attendance by 5% within one academic year.

Use of Learning Recovery Emergency Block Grant (LREBG) Funds

Bridges Preparatory Academy's use of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 school year is fully aligned with Education Code Section 52064.4 requirements and is incorporated into the LCAP for the period July 1, 2025, to June 30, 2028. The following narrative details the planned expenditures, the rationale based on a comprehensive needs assessment, the research basis for each action including ESSA Tiers of Evidence, the metrics for monitoring impact, and the process for ongoing review and adjustment.

Planned LREBG Expenditures: Bridges Preparatory Academy will utilize $144,313.43 in LREBG funds to address critical learning gaps and support the most vulnerable student groups, as identified through a comprehensive needs assessment and analysis of the 2024 California School Dashboard. The specific actions and services funded are:

NWEA Measures of Academic Progress (MAP) Assessments (ELA & Math): Goal 1, Action 1

Funding: $5,000

ESSA Tier 3: Promising Evidence
These assessments provide baseline and growth data for all students, with a focus on English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD). The rationale is to ensure precise identification of learning gaps and to monitor the effectiveness of interventions. Research shows that frequent, standards-aligned diagnostic and progress monitoring assessments increase the accuracy of intervention placement and accelerate learning recovery. NWEA MAP assessments meet ESSA Tier 3 standards as they are supported by well-designed correlational studies with statistical controls that demonstrate their effectiveness as progress monitoring tools within intervention programs.

ELD Instructional Coach: Goal 1, Action 4

Funding: Partially LREBG Funded: 28,437.43

ESSA Tier 1 – Strong Evidence

This position delivers daily small-group and one-on-one support for EL, LTEL, and dually identified EL/SWD students. The aide assists with scaffolded instruction, vocabulary development, and differentiated supports, providing bilingual assistance as needed. This support is essential for addressing foundational literacy and language skill gaps identified in assessment data. Bilingual instructional aides meet ESSA Tier 3 standards based on correlational studies with statistical controls showing improved language acquisition and academic achievement for ELs when provided with culturally and linguistically responsive paraprofessional support.

Reading Instructional Coach/Interventionist:

Funding: Partially LREBG Funded: $53,576

ESSA Tier 1 – Strong Evidence

The Reading Instructional Coach will play a crucial dual role in addressing the significant literacy challenges faced by our students while building teacher capacity through the Science of Reading (Sor). The Reading Instructional Coach will lead comprehensive training and ongoing coaching focused on the Science of Reading and work closely with content area teachers to implement research-based literacy strategies across all subjects, ensuring that reading instruction is grounded in proven methodologies for adolescent literacy development. The coach will conduct weekly classroom observations, model lessons, and one-on-one coaching sessions to help teachers incorporate explicit phonics instruction, vocabulary development, reading comprehension strategies, and targeted interventions for struggling readers. The coach will develop and facilitate professional learning communities (PLC) where teachers can collaborate, analyze student reading data, and refine their instructional practices. They will guide teachers in using diagnostic assessments to identify specific reading challenges and create differentiated instruction plans that address individual student needs. Special attention will be given to supporting teachers in implementing strategies that benefit EL and LTEL students, including academic language development, content-based literacy instruction, and primary language support when appropriate. The Reading Interventionist will provide intensive Tier 3 reading interventions to students with the most significant literacy needs, particularly focusing on EL and SWD populations. In addition, will conduct detailed reading assessments to identify specific skill gaps and create targeted intervention plans that address foundational reading skills, fluency, comprehension, and academic language development. The Interventionist will work with small groups or individual students, implementing systematic, explicit instruction in phonological awareness, decoding, vocabulary, and comprehension strategies. The Interventionist will also collaborate with special education teachers and General Education teachers to ensure alignment between classroom instruction, intervention programs, and students' IEP, and will help develop and monitor reading intervention plans, track student progress, and adjust instructional approaches based on ongoing assessment data. Through this comprehensive approach combining professional development and direct student support, the Reading Instructional Coach will work to build sustainable literacy practices that will help close the reading achievement gap and ensure all students develop the literacy skills necessary for academic success. Reading instructional coaching meets ESSA Tier 1 standards, supported by multiple randomized controlled trials demonstrating significant positive effects on both teacher practices and student reading outcomes.

Math Instructional Coach:

Funding: Partially LREBG Funded: $53,300

ESSA Tier 1 – Strong Evidence

The Math Instructional Coach will serve in a dynamic dual capacity, focusing on elevating teacher instruction while providing direct intervention support to address significant achievement gaps in mathematics. This role will be critical in supporting our lowest performing student groups: English Learners (EL), Long-term English Learners (LTEL), and Students with Disabilities (SWD). The Math Coach will lead comprehensive professional development focused on evidence-based mathematical practices and pedagogical strategies; and work closely with math teachers to implement effective instructional approaches, including concrete-representational-abstract (CRA) sequences, mathematical discourse strategies, and techniques for developing conceptual understanding alongside procedural fluency. The coach will conduct regular classroom observations, model lessons, and one-on-one coaching sessions to help teachers integrate research-based practices such as number talks, metacognitive strategies, and mathematical language routines that support all learners, particularly EL students.

The coach will support teachers in implementing effective differentiation strategies, including scaffolding techniques, strategic grouping methods, and the use of manipulatives and visual models. The Math Coach will guide teachers in creating accessible entry points for complex mathematical concepts while maintaining high cognitive demand. Special attention will be given to supporting teachers in developing strategies for language-rich mathematics instruction that benefits EL and LTEL students, including techniques for building academic language and mathematical vocabulary.

Professional learning communities facilitated by the Math Coach will focus on collaborative planning, analyzing student work and assessment data, and refining instructional practices. The coach will help teachers use formative assessment strategies to identify specific mathematical misconceptions and create targeted intervention plans. In addition, will support teachers in developing and implementing standards-based lessons that incorporate multiple representations and emphasize mathematical reasoning and problem-solving skills.

In their interventionist role, the Math Coach will provide direct Tier 2 and Tier 3 support to students with significant mathematical needs, particularly focusing on EL, LTEL, and SWD populations. Diagnostic assessments (NWEA, iXL Math) will be used to identify specific skill gaps and create targeted intervention plans that address both foundational skills and grade-level concepts. Working with small groups or individual students, the math Interventionist will implement systematic instruction that builds mathematical understanding, procedural fluency, and problem-solving capabilities.

The Math coach will collaborate closely with special education teachers and General education teachers to ensure alignment between classroom instruction, intervention programs, and students' individualized learning goals. In addition, will help develop and monitor mathematical intervention plans, track student progress using multiple measures, and adjust instructional approaches based on ongoing assessment data. Through this integrated approach of professional development and direct student support, the Math Coach will work to build sustainable mathematical practices that will help close achievement gaps and ensure all students develop the mathematical proficiency necessary for academic success. Math instructional coaching meets ESSA Tier 1 standards, supported by randomized controlled trials and meta-analyses demonstrating effectiveness in improving both teacher mathematical pedagogy and student mathematics achievement.

Metrics for Monitoring Impact: Each funded action/service will be monitored using at least one of the following metrics, as appropriate to the action:

- ELPAC proficiency rates (schoolwide and by subgroup)
- Reclassification rates for ELs and LTELs
- ELA CAASPP (DFS)
- Math CAASPP (DFS)

Rationale for Selection and Alignment with Needs Assessment: The comprehensive needs assessment and 2024 Dashboard data identified significant learning gaps and declining English proficiency among EL, LTEL, and dually identified EL/SWD students, including a drop in ELPAC proficiency and reclassification rates, and high percentages of ELs and SWD scoring in the lowest percentiles on ELA and mathematics assessments. These actions were selected to implement a comprehensive instructional coaching model that addresses the most urgent learning recovery needs through building sustainable teacher capacity while providing immediate intervention support to students. The strategic focus on instructional coaching positions (Reading, Math, and ELD Coaches) reflects the critical need to develop long-term teacher expertise that will benefit all students while delivering targeted interventions to those with the greatest needs. This approach ensures maximum impact through systemic change while providing immediate support to struggling learners. All interventions are supported by ESSA Tier 1 evidence and are designed to close achievement gaps for the student groups in greatest need.

Research Basis for Actions: All selected actions are grounded in research demonstrating their effectiveness for the identified areas of need and meet ESSA evidence standards. The plan prioritizes instructional coaching interventions for reading, mathematics, and English language development, which have the strongest evidence base (Tier 1) with multiple randomized controlled trials demonstrating significant positive effects on teacher practice and student outcomes. Science of Reading interventions and math instructional interventions also have strong evidence from randomized controlled trials. Progress monitoring assessments have promising evidence (Tier 3) from correlational studies with statistical controls. This evidence hierarchy ensures that 95.9% of LREBG funding supports Tier 1 interventions with the highest levels of research validation, representing a strategic investment in evidence-based practices with the greatest likelihood of improving outcomes for EL, LTEL, and SWD populations.

Ongoing Review and Adjustment: In accordance with EC Section 52064.4(a)(6), BPA will review the rationale for these actions in the 2027–28 LCAP. The school will assess the overall effectiveness of each strategy using the identified metrics and will make adjustments as needed to ensure continuous improvement and alignment with evolving student needs. Additionally, BPA will monitor emerging research on all funded interventions to potentially elevate lower-tier interventions to higher evidence levels through additional studies and evaluation efforts.

This plan ensures that BPA's use of LREBG funds ($144,313.43) is targeted, evidence-based according to ESSA standards, and fully compliant with all statutory requirements for the 2025–26 through 2027–28 LCAP cycle.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Bridges Preparatory Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Dates of Meetings:** The Administration Team held weekly meetings from August 2024 through April 2025, consistently engaging in collaborative planning and data-driven decision-making processes throughout the academic year. **Topics Discussed:** These weekly administrative meetings focused on three primary areas of school operations and academic performance: 1. Monthly Activities: Regular planning and coordination of school events, programs, and initiatives to promote student engagement and learning. 2. Staff: Discussions regarding professional development needs, teaching effectiveness, instructional support requirements, and staffing adjustments to meet student needs. 3. Data Analysis: Comprehensive review of available assessment data including NWEA results, Lexia progress reports, Achieve 3,000 performance metrics, and ongoing classroom assessment outcomes. During these data sessions, the administration team analyzed performance trends, identified achievement gaps, and collaboratively developed action plans to address learning deficits and provide targeted math and ELA interventions for struggling students. **Feedback Provided:** Through these regular collaborative meetings, the administration team developed key recommendations to improve instructional effectiveness: 1. Data-Driven Intervention Groups: Administration identified the need for teachers to more effectively utilize assessment data to create targeted Math and ELA intervention groups. This recommendation emphasized the importance of flexible grouping strategies based on specific skill deficits rather than general ability levels.

	2. Supplemental Curriculum Implementation: The team recommended expanded use of supplemental curriculum resources, specifically highlighting "Measuring Up" as an effective instructional tool to reinforce grade-level standards and address identified learning gaps. These recommendations were subsequently shared with teaching staff through professional development sessions and grade-level team meetings to ensure implementation across all classrooms.
Teachers	**<u>October 21, 2024</u>** **Topics Discussed:** A comprehensive NWEA Data Analysis session was conducted featuring both grade-level and cross-grade discussions focused on student progress metrics, class performance breakdowns by RIT scores, instructional area analysis, and projected proficiency levels. Following this data review, teachers engaged in collaborative work to group students based on similar instructional readiness levels, update Individual Student Learning Plans (ISLPs) to address identified needs, and develop actionable plans to modify classroom instruction. **Feedback Provided:** Teachers determined that Learning Circles would be implemented as an effective structure for small group instruction in both Math and ELA. The staff also identified a need for additional professional development focused specifically on instructional strategies to support struggling readers. **<u>October 29, 2024</u>** **Topics Discussed:** An informational meeting was held regarding the Community Schools Partnership Program, beginning with a video presentation followed by an in-depth discussion. Teachers raised questions about practical implementation concerns, particularly focusing on the referral process and the specific characteristics of Tier 2 and Tier 3 interventions. The Community Schools worksheet was distributed to all staff, and discussion centered on BPA's identity as a community school and its existing community partnerships. **Feedback Provided:** Staff expressed particular interest in establishing clear guidelines for the referral process within the Community Schools framework. Teachers requested specific documentation outlining the distinctions between Tier 2 and Tier 3 interventions to ensure consistent implementation. Information was shared that BPA has established partnerships with various businesses within the Compton community. **<u>December 3, 2024</u>** **Topics Discussed:** The meeting included required Title IX training for all staff. Additionally, preparation for the Winter NWEA assessment was addressed through a motivational "Pep Rally" designed to generate enthusiasm for the upcoming testing period. The session included detailed discussion about intentional

	implementation of key instructional programs including LEXIA, Achieve 3000, Novel Study, and Novel Writing. **Feedback Provided:** Teachers suggested reviewing and potentially adjusting the Dean's List point value system for various achievement levels, specifically recommending that increasing a color band should equate to +100 points. Staff also took time to revisit the instructional Pacing Guide to ensure all teachers were on target with curriculum implementation prior to winter assessments. **<u>January 7, 2025</u>** **Topics Discussed:** A second comprehensive NWEA Data Analysis session was conducted examining winter assessment results, with both grade-level and cross-grade discussions of student progress, class performance by RIT scores, instructional areas, and projected proficiency levels. Following this data examination, teachers engaged in collaborative work to regroup students based on current instructional readiness, update Individual Student Learning Plans (ISLPs), and refine instructional approaches based on mid-year data. **Feedback Provided:** Teachers affirmed that Learning Circles would continue to be utilized for small group instruction in both Math and ELA based on their effectiveness in the first semester. The staff also identified and shared new instructional strategies to better support students in Math and ELA based on winter assessment results. **<u>April 22, 2025</u>** **Topics Discussed:** A final NWEA Data Analysis session for the academic year was conducted with both grade-level and cross-grade examinations of student progress, class breakdowns by RIT scores, instructional area performance, and projected proficiency levels. This spring data review informed final student groupings based on instructional readiness, updates to Individual Student Learning Plans (ISLPs), and end-of-year instructional modifications to address remaining gaps. **Feedback Provided:** Teachers recommended organizing a formal assembly to recognize student achievement based on growth demonstrated throughout the year. Staff also proposed implementing a motivational pep rally specifically focused on generating enthusiasm and preparation for the upcoming CAASPP assessments.
Other School Personnel	**Dates of Meetings:** Classified staff participated in regular monthly meetings from September 2024 through May 2025, maintaining consistent engagement throughout the academic year. These structured monthly sessions ensured classified staff remained integral to school operations and student support initiatives.

	Topics Discussed
	
	These monthly meetings addressed several key areas essential to schoolwide effectiveness:
	
	1. **Upcoming School Activities:** Staff reviewed the calendar of schoolwide activities for the upcoming month, identifying key events and required logistical support.
	2. **Student and Teacher Support:** Discussions focused on specific ways classified staff could enhance their support for both students and classroom teachers through their specialized roles.
	3. **Data Review and Analysis:** Relevant student performance data was shared with classified staff, ensuring they understood current achievement trends and areas of student need.
	4. **Collaborative Support Planning:** Staff engaged in collaborative sessions to develop and refine strategies for providing targeted student support across various school environments.
	5. **LCAP Alignment:** The team regularly reviewed the Local Control and Accountability Plan (LCAP) to ensure that all classified staff initiatives and support mechanisms directly contributed to the school's established goals and priorities.
	
	Feedback Provided
	
	Through these collaborative meetings, classified staff offered valuable input to improve school operations and student outcomes:
	
	1. **Professional Development Request:** Staff identified a need for specialized professional development focused on two key areas:
	    o Effective strategies for supporting struggling students with academic and behavioral challenges
	    o Techniques for appropriately challenging and extending learning for students performing at or above grade level
	2. **After-School Program Redesign:** Classified staff recommended reconstructing the after-school program to better align with student needs, improve engagement, and enhance academic support opportunities.
	
	This feedback from classified staff informed subsequent professional development planning and contributed to the ongoing refinement of the school's extended learning programs.

Students	Spring 2025: Based on the California Healthy Kids Survey results, Bridges Prep Academy received overwhelmingly positive feedback from students, with 100% participation in the survey. **Key Student Feedback Highlights:**

	Academic Environment: • Over 70% of students report being academically motivated • Nearly 83% feel the school maintains high expectations for their performance **Social-Emotional Climate:** • Students consistently rate their relationships with school adults as "Pretty much true" or "Very much true" when asked about caring relationships • The majority of students either "Agree" or "Strongly agree" regarding their sense of school connectedness **Overall Impact:** The survey results indicate that BPA's Ripple Effects SEL curriculum is successfully creating a supportive learning environment. Students report feeling motivated, supported by caring adults, and connected to their school community. This aligns with the evidence-based outcomes the program is designed to achieve - enhanced academic performance, increased empathy, and reduced dropout rates. The data suggests that BPA is effectively providing the social-emotional learning foundation that enables students to thrive academically and personally, particularly important given the program's focus on addressing adverse childhood experiences.
Student Advisory Committee	**Dates of Meetings:** The Student Advisory Committee met on two occasions during the 2024-25 school year: December 9, 2024, and April 28, 2025. **Participants and Purpose:** These meetings brought together the Executive Director, the Leadership Team, and Student Council representatives to engage in meaningful dialogue about student priorities and preferences for the upcoming 2025-2026 school year. The primary purpose was to gather authentic student voice regarding desired programs, activities, and initiatives. **Topics Discussed** The meetings focused on identifying student priorities for the 2025-2026 academic year. Students were asked to share their recommendations for enhancing the educational experience at Bridges Preparatory Academy. The discussion encompassed academic enrichment, school culture, student recognition, and extracurricular opportunities. **Student Feedback Provided** Students articulated several specific priorities for the upcoming school year: 1. Expanded field trip opportunities, including both grade-level and schoolwide excursions, with particular emphasis on visits to high schools and universities to support college and career readiness

	2. Increased school assemblies designed specifically to build school spirit and community cohesion 3. Continuation of the existing incentive systems for academic achievement and positive behavior demonstrations (P.A.W.S.), including certificates and Dean's List points redeemable at the BPA Student Store 4. Maintenance of the popular BPA Student Store as a motivation and reward system 5. Implementation of a Business Expo to develop entrepreneurial skills and showcase student projects 6. Additional Spirit Weeks throughout the school year to enhance school culture and student engagement **Additional Feedback** Students also contributed two additional suggestions beyond the initial discussion topics: 1. Students expressed strong interest in conducting fundraisers throughout the school year to support student activities and initiatives 2. Students identified the need for establishing a Parent-Teacher Organization or Parent-Teacher Association (PTO/PTA) to strengthen home-school partnerships and provide additional support for student programs **<u>June 11, 2025</u>** **Topics Discussed:** Discussion on the 2025-26 LCAP, use of Title Funding, LREBG, and LCFF Base/S&C. **Feedback Provided:** The SAC approved the submission of the 2025-26 LCAP to BPA's Governing Board.
Parent Advisory Committee (PAC)	**<u>September 21, 2024</u>** **Topics Discussed:** An informational meeting was held focusing on the California Community Schools Partnership Program (CCSPP). The session included a video presentation on Community Schools (https://www.youtube.com/watch?v=sTo09kEVtfg) followed by facilitated discussion. Parent L. Martinez raised a question about how the program would directly benefit their children. Mr. Gomez addressed this by reviewing the video content and elaborating on how CCSPP improves student learning outcomes by allowing administrators and teachers to focus more on quality instruction while community partners address non-academic barriers to learning. He emphasized that the program provides families with additional opportunities and support in caring for and educating their children. A comprehensive PowerPoint presentation provided an overview of CCSPP, and the session concluded with an explanation of how the four pillars of community schools are implemented in practice.

	Feedback Provided: No specific feedback was recorded beyond the question about program benefits for students. **September 25, 2024** **Topics Discussed:** The meeting focused on three key operational areas: School Attendance Policy review, PBIS implementation, and Multi-Tiered System of Supports (MTSS) planning in partnership with the Los Angeles Institute of Restorative Practices (LAIRP). **Feedback Provided:** Parents requested that the School Attendance Policy be distributed to all families via ParentSquare to ensure universal access and understanding of attendance expectations. **January 29, 2025** **Topics Discussed:** The Attendance Policy was revisited and discussed in detail. The administration addressed questions from parents and considered all comments regarding the policy implementation. **Feedback Provided:** No additional feedback was recorded beyond the discussion of attendance policy questions. **March 12, 2025** **Topics Discussed:** The meeting covered upcoming school events and activities, including Open House planning, Parent-Teacher Conference scheduling, NWEA Testing procedures, and the Resource Fair organization. **Feedback Provided:** Parents suggested implementing extra credit points for students who attend the Open House with their families to increase participation and engagement. **April 30, 2025** **Topics Discussed:** The committee reviewed intent to enroll forms for the upcoming school year and discussed potential incentives for early submission. Additionally, administration presented the midyear LCAP update, answered parent questions, and documented feedback for future planning. **Feedback Provided:** Parents recommended creating specific incentives for parents/guardians who submit intent to return forms by established deadlines to improve timely re-enrollment. **June 10, 2025**

	Topics Discussed: Discussion on the 2025-26 LCAP, use of Title Funding, LREBG, and LCFF Base/S&C. **Feedback Provided:** The PAC approved the submission of the 2025-26 LCAP to BPA's Governing Board.
English Learner Parent Advisory Committee (EL-PAC)	The English Learner Parent Advisory Committee (EL-PAC) met regularly during the 2024-25 school year to review data related to LCAP goals, actions, and schoolwide initiatives affecting English Learner students. These meetings provided critical opportunities for parents of English Learners to participate in school governance and provide input on programs serving their children. **<u>September 18, 2024</u>** **Topics Discussed:** The committee engaged in a comprehensive discussion and review of the English Language Development (ELD) Master Plan, outlining the school's approach to serving English Learners. Additionally, the meeting addressed Committee Nominations for parent leadership positions within EL-PAC. Questions and concerns from parents were addressed during an open discussion period. **Feedback Provided:** Parents requested additional information regarding the English Language Proficiency Assessments for California (ELPAC) test, including specific details about testing procedures and a clear timeline of upcoming testing dates. **<u>October 3, 2024</u>** **Topics Discussed:** The results of Committee Nominations were officially announced, establishing parent leadership for the 2024-25 academic year. The meeting included a detailed explanation of the responsibilities associated with each committee role, and clarification was provided for any questions about these leadership positions. **Feedback Provided:** No additional feedback was recorded beyond questions seeking clarification about committee role responsibilities. **<u>January 22, 2025</u>** **Topics Discussed:** The meeting included recognition of current Parent Representatives and a comprehensive review of LCAP progress related to English Learner programs and services. Discussion focused on the English Learner Advisory Committee (ELAC) functions and upcoming ELPAC Summative Assessment dates. Committee members had the opportunity to ask questions, which were addressed by school administration. **Feedback Provided:** Parents raised several important questions and discussion points:

	1. Requests for detailed information about the different components of the ELPAC test and how each section assesses language proficiency 2. Questions regarding the timeline for when ELPAC test scores would be released to families 3. Discussion about the reclassification process for English Learners, with parents seeking clarity about criteria and procedures 4. Concerns about the impact of English Language Development status on high school placement and opportunities These regular EL-PAC meetings ensured that parents of English Learners had meaningful opportunities to engage with school leadership and provide input on programs and services designed to support their children's academic success and language development.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Parent Feedback Summary for Bridges Prep Academy** BPA gathered comprehensive parent feedback through multiple channels, demonstrating strong commitment to family engagement and transparency. **Coffee with Admin Meetings (May 22, 2025)** *Focus: Students with Disabilities & Unduplicated Pupils* • Parents actively engaged in reviewing LCAP progress, particularly Goal #1 for students with disabilities • **Key Parent Concerns Raised:** 1. IEP modifications and teacher implementation strategies 2. Usage and effectiveness of the N2Y program on campus 3. Adequacy of classroom support for Students with Disabilities (SWD) • These meetings provide regular opportunities for parents to engage meaningfully with administrators about specialized programs **English Learner Advisory Committee (ELAC) Meetings** *October 2024 & January 2025* • **Parent Questions/Feedback:** o ELPAC assessment timing and impact on students o Implementation strategies for addressing English Learner achievement gaps o Home support strategies for their children

	• Meetings occur at least four times per semester, ensuring ongoing dialogue about English Learner services **California School Parent Survey Results** **Parental Involvement Promotion:** • 71% strongly agree that BPA responds promptly to communications • 97% agree/strongly agree that BPA encourages active partnership in education • 82% agree/strongly agree that the school seeks family input before major decisions • 94% feel welcome to participate at BPA **School Communication:** • 97% agree/strongly agree that BPA effectively communicates about: o School activities and events o Academic expectations and curriculum o Student progress between report cards o Parent roles and expectations **Overall Assessment:** The feedback demonstrates BPA's success in creating strong school-family partnerships across all student populations, with particularly high satisfaction rates in communication and parental involvement. Parents feel welcomed, informed, and actively engaged in their children's education, with specific attention to the needs of students with disabilities and English learners.
SELPA Administrator	**Dates of Meetings:** Bridges Preparatory Academy maintained consistent engagement with the Special Education Local Plan Area (SELPA) throughout the 2024-25 academic year through a series of regular consultations held on August 29, 2024, October 24, 2024, December 12, 2024, February 13, 2025, April 10, 2025, and May 12, 2025. This ongoing collaboration ensured alignment between the school's special education services and SELPA requirements. **Topics Discussed** The regularly scheduled meetings throughout the year focused on various aspects of the school's Special Education Program implementation, with particular emphasis on IEP implementation and monitoring procedures. Discussions included Annual Determination notification processes and compliance requirements.

	On May 12, 2025, a focused meeting was held specifically to review LCAP Goal 1, Action 5, which addresses services to support Students with Disabilities. This consultation included detailed discussion of several key program enhancements: 1. Additional service providers to support the diverse needs of Students with Disabilities 2. Addition of one special education instructional assistant to increase classroom support capacity 3. Implementation of the N2Y Unique Learning System professional development to strengthen instructional practices and progress monitoring for Students with Disabilities These proposed enhancements were reviewed to ensure alignment with SELPA guidelines and to confirm their appropriateness for addressing the identified needs of Students with Disabilities at Bridges Preparatory Academy. **Feedback Provided** The SELPA representatives participated actively in all discussions, providing guidance on compliance requirements and best practices throughout the year. For the May 12, 2025, meeting focused on LCAP Goal 1, Action 5, no additional feedback was provided beyond the collaborative discussion of the proposed enhancements to the special education program. The absence of specific feedback suggests alignment between the school's proposed actions and SELPA expectations for appropriate services for Students with Disabilities.

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

Based on the educational partner engagement documentation, the adopted 2025-26 LCAP was significantly influenced by feedback from various stakeholder groups. Here's how their input shaped the final plan:

Administrative Leadership Feedback Impact

- **Data-Driven Decision Making**: Administrator recommendations for more effective use of assessment data to create targeted intervention groups directly influenced **Goal 1, Action 1** (comprehensive assessment system with NWEA MAP) and **Action 2** (addressing academic needs through data-driven intervention groups).
- **Supplemental Resources**: The administration team's recommendation to expand use of supplemental curriculum resources like "Measuring Up" was incorporated into the instructional support strategies outlined in Goal 1, Action 2.

Teacher Feedback Integration

- **Professional Development Needs**: Teachers identified need for additional professional development on supporting struggling readers directly led to **Goal 2, Action 2**, which includes the addition of Reading and Math Instructional Coaches and comprehensive professional learning opportunities.
- **Intervention Structure**: Teacher requests for clear guidelines on Tier 2 and Tier 3 interventions influenced the detailed MTSS framework described in Goal 1, with specific tiered support structures and referral processes.
- **Student Grouping Strategies**: Teacher recommendations for "Learning Circles" as effective small group instruction were incorporated into the intervention delivery models in Goal 1, Action 2.

Student Voice Influence

- **Experiential Learning**: Student requests for expanded field trips, particularly to high schools and universities, directly shaped **Goal 3, Action 1** (promoting positive school climate through experiential learning opportunities).
- **Student Engagement**: Student recommendations for more assemblies, spirit weeks, and continuation of incentive systems influenced the positive behavior interventions and school climate initiatives in Goal 3.
- **Student Leadership**: Student suggestions for establishing formal student voice led to the inclusion of a Student Advisory Committee in Goal 3, Action 2.

Parent and Family Feedback

- **Communication Enhancement**: Parent requests for improved communication systems (like distributing attendance policies via ParentSquare) influenced **Goal 3, Action 3** (comprehensive parent engagement strategies with multiple communication platforms).
- **English Learner Support**: EL-PAC feedback about ELPAC procedures and reclassification processes directly contributed to **Goal 1, Action 4** (equitable services for English Learners), including the addition of an ELD Instructional Coach and comprehensive EL program revisions.
- **Special Education Concerns**: Parent concerns about IEP implementation and classroom support for Students with Disabilities influenced **Goal 1, Action 5** (services to support SWD), including the addition of a Special Education Teacher Assistant.

Classified Staff Input

- **Professional Development**: Classified staff requests for specialized training on supporting both struggling students and high achievers contributed to the comprehensive professional development framework in Goal 2, Action 2.
- **Program Redesign**: Staff recommendations for reconstructing the after-school program influenced the Enhanced Learning Opportunities Program (ELOP) components described in Goal 1, Action 2.

SELPA Consultation Impact: The ongoing SELPA consultations ensured that **Goal 1, Action 5** (Services to Support SWD) aligned with compliance requirements and included appropriate enhancements like the N2Y Unique Learning System implementation.

Systematic Integration

The LCAP demonstrates a systematic approach to incorporating stakeholder feedback by:

1. Addressing Academic Needs: Combining teacher and administrator input on assessment and intervention needs
2. Enhancing Support Systems: Responding to requests for additional coaching and professional development
3. Strengthening Family Engagement: Implementing parent-requested communication and participation improvements
4. Supporting Student Voice: Creating formal mechanisms for student input and leadership
5. Ensuring Compliance: Incorporating SELPA guidance to meet special education requirements

This comprehensive integration of educational partner feedback ensures that the BPA's adopted LCAP reflects the collective wisdom and priorities of the entire school community, creating a plan that is both responsive to identified needs and supported by those responsible for its implementation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen schoolwide Multi-tiered System of Supports (MTSS) aligning to the CA Community Schools Framework and 4 Pillars of Community Schools to address the academic, social-emotional, behavioral, and mental health needs of our students. Utilize multiple types of data (internal, local, state) to measure program effectiveness, and improve academic outcomes for all students (schoolwide & student groups).	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Bridges Preparatory Academy developed this goal because there is a critical need to continue strengthening MTSS using academic and social-emotional learning (SEL) universal screeners to identify student learning gaps and provide targeted tiered interventions for ELA and Mathematics. Despite numerous efforts to address learning loss and trauma, the school continues to face significant academic challenges, particularly in reading and mathematics. The persistence of learning gaps across multiple student groups demonstrates that more systematic and intensive intervention approaches are necessary.

Additionally, improving daily attendance and reducing chronic absenteeism rates has been an ongoing challenge that requires systematic intervention through the MTSS framework. Most critically, findings from NWEA MAP reading assessments revealed a fundamental need for a reading interventionist to provide Tiers 2 and 3 support for the most at-risk students, particularly those in Equity Multiplier populations who lack basic reading foundational skills essential for academic success across all content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: [CA School Dashboard]()	2022-23 ELA CAASPP DFS All Students -38 Hispanic -38 EL -56.3 SED -39.6	2023-24 ELA CAASPP DFS All Students -38.3 Hispanic -31.8 EL -60.9 SED -41.3		2024-25 ELA CAASPP DFS All Students -37.8 Hispanic -31.3 EL -60.4 SED -40.8	All Students: -0.3 Hispanic: +6.2 EL: -4.7 SED: -1.7
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: [CA School Dashboard]()	2022-23 Math CAASPP DFS All Students -69.3 Hispanic -61.7 EL -73.8 SED -69.9	2023-24 Math CAASPP DFS All Students -54.6 Hispanic -54.3 EL -71.7 SED -59.3		2024-25 Math CAASPP DFS All Students -54.1 Hispanic -53.8 EL -71.2 SED -58.8	All Students: +14.7 Hispanic: +7.4 EL: +2.1 SED: +10.6
3	% Proficient CAST Source: [CA School Dashboard]()	2022-23 CAST % All Students 3.3% Hispanic 4.2% EL 4.0% SED 4.0% Source: CAASPP Website	2023-24 CAST PFS All Students -16.9 Hispanic -16.1 SED -17.5		2024-25 CAST PFS All Students -16.6 Hispanic -15.8 SED -17.2	All Students: +10.4% Hispanic: +9.1% EL: N/A SED: +8.5% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards
4	% EL who made progress towards English Language Proficiency Source: [ELPI – CA School Dashboard]()	79.2% Source: 2023 Dashboard	2023-24: 54.8% Source: 2024 Dashboard		2024-25: 55%	+24.4%
5	% students English Language Proficiency for Summative ELPAC	2022-23: 46.43% Proficient	2023-24: 17.65% Proficient		2024-25: 25%	-28.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: ELPAC website					
6	Reclassification Rate Source: CALPADS	2022-23: 28.8%	2023-24: 8.1%		2024-25: 15%	-20.7%
7	Attendance Rate Source: CALPADS	2022-23: 94.15%	2023-24: 93.89%		2024-25: 94%	-0.26%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: 0%	2023-24: Chronic Absenteeism Rate All Students 18% Hispanic 17% EL 20% SED 18%		2024-25 Chronic Absenteeism Rate All Students 8.0% Hispanic 10.0% EL 10.0% SED 8.0%	All Students: +18% Hispanic: +17% EL: +20% SED: +18%
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Suspension Rate Source: Dataquest	2022-23: 0%	2023-24: Suspension Rate All Students 1.4% Hispanic 0.8% EL 2.6% SED 1.5%		2024-25 Suspension Rate All Students 1.0% Hispanic 0.0% EL 0.0% SED 1.0%	All Students: +1.4% Hispanic: +0.8% EL: +2.6% SED: +1.5%
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
12	% students participating in elective course. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
13	% students participating in in all	2022-23: 97%	2023-24: 100%		2024-25: 100%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC					

NOTE: Bridges Preparatory Academy currently serves grades 6-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
    - % of pupils who complete courses that satisfy UC A-G
    - % of pupils who complete CTE course from approved pathways
    - % of pupils who have completed both A-G & CTE
    - % of pupils who pass AP exams with a score of 3 or higher.
    - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
    - High School dropout rate
    - High School graduation rates

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. Our assessment strategy has been fully integrated into BPA's educational process. Key elements include:

- NWEA MAP assessments measure baseline and growth in Reading, Math, and Science through triannual testing (Fall and Winter completed; Spring scheduled pre-CAASPP)
- Data analysis meetings follow each assessment cycle, involving classroom teachers, instructional aides, reading specialists, Ed. Services staff, and administrators to review alignment with pacing guides, rigor, and accuracy
- Systematic data collection breaks down results by student group, grade level, and content area to identify specific needs and track progress
- Targeted interventions include classroom instruction adjustments and small pull-out groups for ELA and Math
- ELD support uses NWEA, SBAC, and ELPAC data for specialized small-group interventions addressing all four language development categories
- Science assessment expansion from 8th grade baseline/growth monitoring to include 6th-7th grades beginning in spring 2025, establishing benchmarks for differentiated instruction within the MTSS framework

BPA’s Multi-Tiered System of Supports (MTSS) ensures all students receive appropriate interventions based on individual performance data.

Action 2: This action was partially implemented. BPA identifies learning gaps through analysis of NWEA MAP, CAASPP, classroom assessments, and data from iXL, Lexia, and Achieve 3000. English Learners receive daily small-group instruction focusing on listening, writing, speaking, and reading skills with regular progress monitoring.

Our tiered support structure includes double-block Math for all 6th graders and double-block ELA for all 7th graders. Students access grade-level content through StudySync's Lexile-leveled materials and ELD supplements. Teachers utilize the 45-minute Learning Lab at day's end (four times weekly) for small-group intervention in ELA and Math. Weekly review of student performance on adaptive platforms (iXL, Lexia, Achieve 3000) ensures personalized learning experiences.

Instructional aides provide Tier 1 intervention and enrichment through small-group and one-on-one support. Our comprehensive approach integrates evidence-based platforms including BrainPOP, iXL, and Reflex Math, with the latter specifically addressing math facts and fluency needs through adaptive practice and progress monitoring. Instructional Aides were strategically placed with cohorts of students to maximize services; and because an Instructional Aide position remained vacant. Despite the vacant position, services were provided to struggling learners.

The Expanded Learning Opportunities Program (ELOP) offers academic and social enrichment beyond school hours, prioritizing 6th graders but available to all students without a waitlist. ELOP includes daily after-school support, a one-week Spring Intersession during recess, and five weeks of summer school following the academic year. Since we added a double block for ELA and Math, afterschool tutoring was reduced.

Our partnership with ARC provides enrichment through rotating art and STEM classes (Expressive Art, Passport to Japan, STEM Spark, Science Explorers, and STEM: Engineering). We also collaborate with On the Rise Soccer Association for skills development and competitive play opportunities.

Action 3: This action was fully implemented. BPA has successfully implemented planned support strategies with no substantial deviations. Chronic absenteeism has declined significantly from 22% to 7.7% compared to the same period last year.

The school continues its participation in LACOE's PBIS Community of Practice to maintain a positive, safe learning environment using evidence-based practices. Comprehensive MTSS training remains ongoing, with a structured system to identify students for tiered interventions (1-3). The school social worker, who holds associate's licensure with the Board of Behavioral Sciences, delivers evidence-based interventions tailored to individual student needs. Staff development includes attendance at MTSS conferences and partnership with LAIRP for whole-child approach training. Social-emotional learning continues through Ripple Effects and CASEL-designated curriculum, addressing adverse childhood experiences while promoting equity and mental health support. These programs have shown positive outcomes in improved grades, increased empathy, and reduced dropout rates.

The whole-child approach features small group instruction and individualized interventions. The School Social Worker leads monthly restorative/community circles and creates Ripple Effects resources for teacher-led SEL lessons, alongside providing personalized counseling. The Executive Director works with teachers, parents, and students to develop Individualized Learning Plans. Despite ongoing challenges, BPA remains committed to refining its approach to help students overcome barriers to success.

Action 4: This action was fully implemented. BPA employs a full-time ELD Instructional Coach who trains staff to implement SDAIE strategies in the classroom. Teachers and Instructional Aides receive ongoing coaching on integrating these approaches into daily lessons to enhance ELL vocabulary and language development. Current classroom strategies include sentence frames, visuals, leveled questioning, differentiated texts, building on prior knowledge and personal experiences, hands-on activities, read-alouds, and primary language support.

Designated ELD students receive intervention through both integrated classroom instruction and small pull-out groups. All Instructional Aides are bilingual in Spanish and trained to support both ELLs and long-term ELL students in both languages. BrainPOP ELL continues to serve as a resource, with DuoLingo English added as an intervention supplement for level 1 ELL students.

Professional development this year has included ELL support training with data analysis components. Teachers have received specific training on the EL Roadmap and Designated/Integrated ELD approaches. Additional professional development has focused on the R.A.C.E.S. writing strategy, scaffolding reading and writing prompts, and implementing ELL-designed lessons within the StudySync curriculum.

Action 5: This action was fully implemented. Bridges Preparatory Academy's Special Education Team includes the Executive Director, a full-time Special Education Teacher, and a full-time instructional aide. The team uses Individualized Education Programs (IEPs) to guide service delivery, instruction, and social-emotional support.

The Executive Director and SELPA ensure 100% compliance with IEP timelines, meetings, and services, with proper parent communication throughout the process. All required academic and social-emotional services for Students with Disabilities (SWD) are documented through service provider logs, SEIS reports, and quarterly service reports, with weekly tracking by the special education teacher.

The N2Y Unique Learning System has been implemented to enhance instructional support and monitor reading and mathematics progress for SWD. Team members regularly participate in professional development offered by SELPA, the school, and other resources to improve student outcomes, including Lexia and MTSS training.

The Resource Specialist Program collaborates with General Education teachers on planning, coaching, data analysis, and professional development to ensure effective implementation of IEP accommodations and modifications. The RSP also conducts professional development sessions on accommodation implementation and offers individualized meetings to support teachers in applying IEP strategies.

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 2: Actual expenditures were lower than budgeted expenditures due to two primary factors: (1) tutoring expenses during the Extended Learning Opportunities Program (ELOP) were not expanded as originally planned, and (2) BPA hired one fewer Instructional Aide position than budgeted.

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

Action 1: The implementation of comprehensive assessment systems at Bridges Preparatory Academy has been effective in making progress toward strengthening MTSS and improving academic outcomes. Key evidence of effectiveness:

- Development of student growth mindset resulting in reduced test anxiety

- Systematic data collection allowing precise identification of student needs
- Teachers using assessment data to deliver targeted interventions
- Students demonstrating increased testing confidence
- NWEA assessment window extended to accommodate all learners

This action has been fully implemented with NWEA MAP assessments administered regularly, dedicated data analysis meetings, and strong integration with their Multi-Tiered Systems of Support framework.

Action 2: The implementation of comprehensive academic support strategies has been effective in accelerating learning at Bridges Preparatory Academy. Data-driven analysis has better prepared teachers in evaluating student performance and creating targeted small groups to provide more personalized instruction. The implementation of Lexile-leveled materials has built confidence in reluctant readers and increased reading and comprehension skill levels.

Designated Learning Lab periods have successfully provided specialized intervention time and built foundational skills in ELA and Math, while Instructional Aides in classrooms have offered more effective support through one-on-one and small group instruction. Double blocks of ELA and Math have provided students additional opportunities to build and practice necessary skills. The ELOP (Expanded Learning Opportunities Program) has effectively provided daily after-school support for homework and skill reinforcement. This action has been fully implemented, with a multi-tiered approach that includes diagnostic assessment, targeted interventions, and expanded learning opportunities to address identified learning gaps, particularly for English Learners and Students with Disabilities.

Action 3: The implementation of social-emotional and behavioral support systems has proven effective in addressing student needs at Bridges Preparatory Academy. Having a full-time social worker, implementing the Ripple Effects curriculum, and conducting restorative circles have shown positive results, including improved grades, increased empathy, and reduced dropout rates. Chronic absenteeism rates have declined significantly to 7.7%, down from 22% during the same period last year.

Consistent meetings with the school social worker have reduced anxiety and behavioral problems while improving attendance. The social worker leads monthly restorative/community circles and creates customized Ripple Effects lists for teachers to administer SEL lessons effectively. The school's comprehensive MTSS framework has been strengthened through ongoing professional development, with staff attending MTSS conferences to gain a more proficient understanding of PBIS and the MTSS approach. BPA has successfully implemented a system to identify students who require various tiers of support (1-3), allowing for tailored interventions based on individual needs. This approach, combined with evidence-based practices and partnerships with organizations like LAIRP, has created a supportive learning environment that addresses the whole child's needs, contributing to improved academic outcomes and school climate.

Action 4: The implementation of equitable services for English Learners has shown mixed effectiveness at Bridges Preparatory Academy. All designated ELD students have effectively received small group support through both push-in and pull-out instructional models. The school has demonstrated flexibility by periodically adjusting schedules to accommodate students' academic growth and provide more extensive interventions when needed. Technology-based intervention programs including DuoLingo, Lexia, Reflex, iXL, and BrainPOP have been effective in engaging EL students in lessons and helping them make connections to their home language. These tools have contributed to demonstrated increases in vocabulary, comprehension, speaking, listening, and writing abilities among English Learners.

The schoolwide implementation of writing strategies, graphic organizers, and systematic deconstruction of writing prompts has effectively increased writing stamina and improved the quality of writing among ELL students. Teachers and instructional aides have received additional training on implementing SDAIE strategies, resulting in more individualized ELD support. While many aspects show positive results, the school notes that ELPAC scores are not yet released, making it difficult to fully determine the effectiveness of these implementations. There is room for improvement through more frequent data collection and regrouping students based on skill level instruction.

Action 5: The Special Education Team at Bridges Preparatory Academy has demonstrated effectiveness in supporting Students with Disabilities. The team has maintained 100% compliance with IEP timelines and meetings, ensuring all required services are delivered as outlined in student IEPs. Through consistent implementation of intervention strategies with fidelity, students have shown academic progress over time.

Students with disabilities have successfully mastered reading and math foundational skills and demonstrated improvements in reading fluency and test scores. The Special Education Team has effectively tracked both academic and social-emotional progress, providing documentation through service provider logs, SEIS reports, and quarterly service reports. The implementation of the N2Y Unique Learning System has enhanced instructional support and progress monitoring in both reading and mathematics.

This comprehensive approach to special education services has resulted in students meeting their IEP goals and demonstrating measurable academic growth as evidenced by assessment scores. The collaboration between RSP staff and general education teachers has been particularly effective in ensuring accommodations and modifications are properly implemented across all instructional settings.

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

No changes will be made to Goal #1 for the coming year. BPA will continue to implement one metric adjustment and significant action enhancements based on state requirements and new funding opportunities.

Metric Revision: The California Science Test (CAST) metric will transition from reporting the percentage of students meeting or exceeding standards to using "Distance from Standard" (DFS) methodology. This change aligns with the 2024 California School Dashboard, where the State Board of Education has approved DFS as the official CAST reporting metric for current and future Dashboards. This adjustment ensures consistency between our LCAP metrics and state accountability systems, providing stakeholders with unified performance data.

Action Enhancements: Our actions have been substantially revised to incorporate a more robust Multi-Tiered System of Support (MTSS) program. As a Cohort 4 CCSPP Implementation Grant recipient, combined with Learning Recovery Emergency Block Grant (LREBG) funds, BPA will significantly expand our capacity to provide comprehensive academic, behavioral, and social-emotional interventions. These enhanced actions will strengthen our tiered support systems, increase professional development opportunities, and improve targeted student services.

Bridges Preparatory Academy maintains a one-year LCAP cycle, with target outcomes revised annually through our comprehensive planning process. This annual revision incorporates findings from our needs assessment, analysis of local and state performance data, and meaningful input from our educational partners, ensuring our targets remain responsive to current student needs and emerging priorities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	Bridges Preparatory Academy will implement a comprehensive, multi-level assessment system to drive data-informed instruction and targeted interventions through our Multi-Tiered System of Supports (MTSS) framework. **Assessment Implementation** For the 2025-26 school year, BPA will administer: • Universal Diagnostic Screeners to identify baseline performance and student needs • Interim/Benchmark Assessments to monitor progress toward standards mastery • Formative Assessments to guide daily instruction • Summative Assessments to evaluate learning outcomes • State-Mandated Assessments as required by California Department of Education **Core Assessment Schedule** • NWEA MAP Reading & Mathematics (Funded with LREBG: $5,000): Three administrations annually (Fall, Winter, Spring) for all students grades 6-8 • NWEA MAP Science: Three administrations annually for 8th grade students • Curriculum-Based Assessments: Ongoing throughout the academic year	$5,000	N

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<td>Data Analysis Protocol

Following each assessment cycle, the instructional leadership team will:
1. Collect comprehensive performance data
2. Disaggregate results by student group, grade level, and content area
3. Analyze patterns and trends to identify achievement gaps
4. Collaborate with teachers to develop targeted intervention plans
5. Monitor student progress and intervention effectiveness

Instructional Application

The NWEA MAP assessments, approved by the California State Board of Education as a verified data source, provide:
• Standards-aligned, computer-adaptive measurement of student achievement
• Precise tracking of academic growth over time
• Actionable data that enables teachers to differentiate instruction
• Targeted support for all learners, regardless of how far they perform above or below grade level

This systematic approach to assessment will enable BPA to identify learning gaps promptly, implement appropriate interventions, and continuously monitor progress toward improved academic outcomes for all students.</td>
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<td>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</td>
<td>Based on comprehensive analysis of CAASPP results and NWEA MAP assessments, Bridges Preparatory Academy has identified significant learning gaps, particularly among English Learners and Students with Disabilities. To address these needs, BPA will implement a multi-faceted approach combining strategic scheduling, targeted interventions, technology-enhanced learning, and specialized instructional coaching.

Core Instructional Interventions

For the 2025-26 school year, BPA will implement strategic scheduling with double-blocks of ELA or Math for struggling learners to increase instructional time in core content areas. Daily Learning Labs will provide dedicated intervention periods with multiple opportunities for Tier 2 targeted support</td>
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		and small group instruction. Instructional Aides will deliver daily Tier 1 support through small group instruction in ELA and Math courses. Students will access evidence-based digital platforms including BrainPOP (supporting ELA, Science, Social Studies, Math, and ELD), iXL (for ELA, Math, Science, and Social Studies), and Reflex Math, an adaptive program for mathematics fact fluency that continuously monitors each student's performance to optimize their learning experience. Comprehensive reports on students' strengths and growth areas enable teachers to scaffold instruction focusing on concepts not yet mastered. BPA will continue to offer comprehensive expanded learning through its ELOP program, providing academic and social enrichment through daily afterschool programs, intercession activities, and summer programming to extend learning opportunities beyond the regular school day. **Mathematics Instructional Coach/Interventionist** For 2025-26, BPA will add a Mathematics Instructional Coach/Interventionist (Cost identified in Goal 2, Action 2) focused on addressing significant achievement gaps, particularly for English Learners and Students with Disabilities. In the professional development capacity, this educator will lead evidence-based mathematical practices training, support implementation of concrete-representational-abstract sequences, and facilitate mathematical discourse and conceptual understanding development. The coach will conduct classroom observations, model lessons, provide one-on-one coaching, guide differentiation and scaffolding techniques with emphasis on language-rich mathematics instruction, and facilitate data-driven professional learning communities. In the direct intervention role, this position will provide Tier 2 and Tier 3 support to students with significant mathematical needs, utilizing diagnostic assessments to identify skill gaps and create targeted intervention plans. The coach will deliver small group and individual instruction building mathematical understanding and fluency, collaborate with special education and general education teachers to ensure instructional alignment, and monitor student progress, adjusting interventions based on ongoing assessment data.		

		Reading Instructional Coach/Interventionist To address literacy challenges, BPA will also add a Reading Instructional Coach/Interventionist (Cost identified in Goal 2, Action 2) grounded in the Science of Reading. The professional development component of this role includes leading comprehensive Science of Reading training, supporting implementation of research-based literacy strategies across all content areas, conducting weekly observations with model lessons and individualized coaching, facilitating professional learning communities focused on literacy data analysis, and guiding development of academic language instruction benefiting English Learners. The intervention responsibilities include delivering intensive Tier 3 reading interventions for students with significant literacy needs, conducting detailed assessments to identify specific skill gaps, implementing systematic, explicit instruction in foundational reading skills, collaborating with special education and general education teachers to ensure alignment with IEPs, and tracking student progress with appropriate intervention adjustments based on assessment results. Through this comprehensive approach combining strategic scheduling, digital resources, extended learning opportunities, and specialized instructional coaching, BPA will address identified learning gaps and accelerate academic achievement for all students, with particular focus on our highest-need populations.		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	In response to a significant increase in chronic absenteeism, Bridges Preparatory Academy will implement a comprehensive support system designed to re-engage students and create a positive, safe, and engaging learning environment. This multi-faceted approach integrates evidence-based frameworks to address the social-emotional, behavioral, and mental health needs of our students. **Evidence-Based Frameworks and Professional Development** As a recipient of the MTSS SUMS Grant, BPA staff will continue to participate in comprehensive Multi-Tiered System of Supports (MTSS) training to effectively identify student needs, provide tiered interventions, and monitor progress. The school will maintain its partnership with LACOE's Positive	$179,544	Y

		Behavioral Interventions and Supports (PBIS) Community of Practice, ensuring implementation of evidence-based practices schoolwide. Through the California Community Schools Partnership Grant, staff will receive specialized training in restorative practices, complementing our trauma-sensitive approach to social-emotional support. This integrated framework aligns with our commitment to addressing adverse childhood experiences (ACEs) while maintaining rigorous academic standards. **Social-Emotional Learning Implementation** BPA will continue implementing Ripple Effects SEL Curriculum, a CASEL-designated program recognized by the National Dropout Prevention Center. This evidence-based digital platform delivers equity-driven social-emotional learning, mental health resources, and behavioral supports. Research demonstrates this program's effectiveness in improving student grades, increasing empathy, and reducing dropout rates. The Ripple Effects curriculum functions as a cornerstone of our PBIS/MTSS/Community Schools framework, helping teachers identify root causes of learning obstacles and deliver appropriate small group interventions. The program will be utilized in two key contexts: 1. The Social Worker (Funded with Title I: $70,349; LCFF S&C: $50,551) will lead dedicated SEL lessons and provide both small group and individual counseling services for students requiring additional support. 2. All students will participate in a daily Advisory course with consistent teacher-advisors who remain with them throughout their three years at BPA. This structure fosters strong positive relationships built on trust and includes biweekly one-on-one check-ins using the Ripple Effects program. **Personalized Support Planning** The Principal/Instructional Coach will collaborate with teachers, parents, and students to develop an Individualized Learning Plan (ILP) for each student, ensuring personalized academic and social-emotional support. This comprehensive approach reflects our commitment to addressing the whole		

		child, recognizing that social-emotional wellbeing forms the foundation for academic success. Through this integrated system of frameworks, curriculum, and personalized support, BPA will create a positive school climate that re-engages students, reduces chronic absenteeism, and promotes overall student wellbeing.		
4	EQUITABLE SERVICES FOR ENGLISH LEARNERS	For the 2025-26 school year, Bridges Preparatory Academy will implement a research-based instructional approach for English Learners (ELs) through both designated and integrated English Language Development (ELD). All teachers will consistently implement Specially Designed Academic Instruction in English (SDAIE) strategies paired with Project GLAD's six key instructional methodologies: systematic vocabulary and academic language development, structured collaborative learning opportunities, metacognitive strategy development with authentic assessment, explicit instruction of language and content concepts, contextual learning through meaning-based activities and universal themes, and strategic use of modeling, graphic organizers, and visual supports. **Addition of English Language Development Instructional Coach** For 2025-26, BPA will add a new English Language Development Instructional Coach position (Funded with LCFF S&C $88,562.57; & LREBG $28,437.43) specifically focused on enhancing EL program effectiveness. This specialist will provide expert guidance to improve delivery of ELD instruction and accelerate English language acquisition for all EL students. The coach will lead implementation of designated ELD instruction for both newcomer ELs and Long-Term English Learners (LTELs), addressing their distinct language development needs, while supporting all content area teachers in effectively implementing integrated ELD strategies across all subject areas. A primary responsibility of the ELD Instructional Coach will be to collaborate with educational partners—including teachers, administrators, parents, and community members—to comprehensively revise the EL Master Plan. This updated plan will establish clear protocols, instructional expectations, and accountability measures for serving English Learners. Additionally, the Coach will lead a complete revamp of the school's designated ELD instructional program, restructuring curriculum, scheduling, grouping strategies, and assessment practices to more effectively address the specific needs of both	$193,849	Y

		newcomer ELs and Long-Term English Learners. These systematic improvements are specifically designed to accelerate academic performance and language acquisition for all EL students. The ELD Instructional Coach will provide comprehensive instructional coaching through a cycle of observation, feedback, demonstration, and reflection to enhance teacher effectiveness with EL students. The coach will lead regular professional development sessions for all teachers and Instructional Aides focused specifically on integrated ELD implementation, research-based pedagogical strategies, and differentiated instruction techniques for both ELs and LTELs. These professional learning opportunities will address the unique challenges faced by LTELs who have plateaued in their language development and require specialized instructional approaches. The Coach will model exemplary instructional practices through demonstration lessons, conduct regular classroom observations with structured feedback cycles, and facilitate collaborative planning sessions for content-specific language objectives. A key responsibility will include analyzing EL performance data to target instruction and interventions while monitoring effectiveness of ELD program implementation through measurable outcomes. The position will serve as a bridge between classroom teachers, EL students, and families to ensure cohesive program implementation and continuous communication regarding student progress. **Curriculum Resources and Targeted Support** BPA will utilize Cengage ELD curriculum as its core instructional resource. EL students will receive comprehensive support through daily designated ELD instruction at appropriate language proficiency levels, integrated ELD support throughout content areas, and push-in supplemental support from trained EL Instructional Aide. This support will particularly target Long-term English Learners who are struggling academically in ELA, ELD, and Math courses. Students will also have access to BrainPOP EL, a digital intervention platform providing differentiated instruction to address specific learning gaps. **Ellevation Implementation** Bridges Preparatory Academy will implement Ellevation, a comprehensive data and instructional platform designed to improve academic outcomes and		

		English language proficiency for our English Learners (EL), Long-Term English Learners (LTEL), and dually identified EL students with disabilities (EL/SWD). Ellevation combines real-time student data analysis with evidence-based instructional strategies, enabling our educators to make informed decisions that accelerate language acquisition and academic achievement. The platform provides critical support for our most vulnerable learners through accurate identification processes that prevent the misidentification of ELs for special education services, ensuring students receive appropriate interventions based on language needs versus learning disabilities. Key features include the ELL critical data process for comprehensive student assessment, specialized resources for supporting ELs with dyslexia and other learning differences, and tools that foster collaboration between general education teachers, EL specialists, and special education staff. Through Ellevation Platform and Ellevation Strategies, our educators will access tailored professional development and instructional resources specifically designed to address the unique challenges faced by dually identified students. This systematic approach ensures equitable learning opportunities and helps close achievement gaps by providing targeted support that addresses both language development and academic content mastery for our diverse student population. **Professional Development Framework** BPA's comprehensive Professional Development Plan will ensure all teachers receive training specifically focused on effective EL instruction. This training includes California EL Roadmap principles and implementation, effective designated and integrated ELD instructional techniques, CDE ELD Standards and teaching modules with implementation support videos, and Californians Together EL Roadmap Administrator and Teacher Toolkit resources developed by Dr. Laurie Olsen. **Program Evaluation and Continuous Improvement** All Instructional Learning Plans for English Learners will be developed according to three key principles: grounding in sound educational theory and research, implementation with adequately trained teachers and appropriate		

		instructional resources, and regular evaluation with data-driven program modifications when outcomes indicate improvements are needed. Through this comprehensive approach anchored by the new ELD Instructional Coach, BPA will create an equitable educational environment where English Learners receive the targeted support needed to achieve academic success and develop English proficiency.		
5	SERVICES TO SUPPORT SWD	For the 2025-26 school year, Bridges Preparatory Academy will maintain a dedicated Special Education Team responsible for providing comprehensive instructional and social-emotional support to Students with Disabilities (SWD) as specified in their Individualized Education Programs (IEPs). This team will include the Executive Director (serving as SPED Administrator), Resource Specialist Program (RSP) Teachers, Education Professionals, and specialized service providers working collaboratively to ensure all student needs are addressed. **Service Delivery and Compliance:** Los Angeles County Charter SELPA will continue to serve as the school's SELPA provider, offering guidance and oversight for program implementation. The Executive Director, in the capacity of SPED Administrator, will ensure strict adherence to all IEP timelines, facilitate required IEP meetings, coordinate related services, and maintain clear communication with parents regarding their child's educational program. All Students with Disabilities will receive the full range of services and supports outlined in their IEPs, delivered by appropriately credentialed providers. When specialized services exceed the capacity of current staff, BPA will contract with qualified outside agencies to ensure all IEP-mandated services are fulfilled without interruption. **Enhanced Staffing and Classroom Support:** To strengthen classroom support for the 2025-26 school year, BPA will hire an additional Special Education Teacher Assistant. This position will provide direct support to students in general education settings, ensuring they can access the curriculum with appropriate accommodations while remaining in the least restrictive environment.	$189,216	N

		Specialized Curriculum and Progress Monitoring: The Special Education Team will continue implementing the N2Y Unique Learning System, an evidence-based curriculum specifically designed to support the diverse learning needs of Students with Disabilities. This comprehensive system enables precise progress tracking through regular assessment and data collection. Special Education teachers and paraprofessionals will receive ongoing professional development in N2Y implementation to maximize the program's effectiveness for student learning. **Professional Development Framework:** All members of the Special Education Team will participate in regular professional learning opportunities provided by the SELPA, school leadership, and external resources. These professional development sessions will focus on evidence-based instructional practices, behavior management strategies, and data-driven decision-making to improve student outcomes and accelerate learning for Students with Disabilities. **Structured Collaboration System:** To ensure seamless implementation of accommodations and modifications, the RSP Teacher will establish a formal collaboration calendar with scheduled meeting times dedicated to planning, coaching, and progress monitoring with general education teachers. This structured approach will facilitate regular communication regarding student needs, effective instructional strategies, and consistent implementation of IEP services across all learning environments. Through this comprehensive support system, Bridges Preparatory Academy will ensure that all Students with Disabilities receive appropriate, individualized support to achieve academic success and develop essential social-emotional skills in alignment with their unique learning profiles.		

Goal

Goal #	Description	Type of Goal
2	Continue to provide all educators with professional learning opportunities to ensure expertise in the CA academic content standards, on the use of effective evidence-based pedagogical strategies to ensure the learning needs of our students are met, to build teacher capacity, support teacher retention, and improve overall student academic outcomes.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

The LEA recognized the need to continue implementing robust professional learning opportunities for teachers and support staff on evidence-based strategies, specifically focusing on supporting the diverse learning needs of English Learners and Students with Disabilities in Literacy and Mathematics. The school identified a significant gap in teacher capacity around the Science of Reading and vocabulary development, which requires comprehensive coaching and professional development to address effectively.

Furthermore, there is a documented need for teachers to develop skills in providing Tier 2 and 3 reading support across all disciplines, not just within ELA classes. This cross-curricular approach to literacy support is essential given the reading challenges identified in the needs assessment. The goal also addresses the ongoing need for specialized instructional strategies and evidence-based pedagogical approaches to meet the complex and varied needs of BPA's diverse student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: [CDE TAMO]()	2021-22: 66.7%	2022-23: 79.4%		2023-24: 80%	+12.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
16	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development. Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 4 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 3 World Language: NA	<u>2024-25</u> ELA: 4 ELD: 4 Math: 5 Social Science: 5 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 3 World Language: NA		<u>2025-26:</u> ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: NA	ELA: 0 ELD: -1 Math: 0 Social Science: +1 Science: 0 CTE: NA Health: 0 PE: 0 VAPA: 0 World Language: NA

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. Bridges Preparatory Academy has successfully staffed its 6-8 grade program with an Executive Director and appropriately credentialed teachers. The curriculum provides a broad educational experience including core subjects (English Language Arts, Math, Science, Social Studies, Physical Education) and enriching electives (Coding, Film & Propaganda, Creative Writing).

Despite adjusting from a planned 183 instructional days to 181 days due to wildfires, BPA still exceeds California's charter school requirement of 175 days. Professional development remains comprehensive, including 7 intensive summer training days prior to the 2024-2025 academic year, 4 non-instructional development days throughout the year, and ongoing weekly professional development sessions to support continuous improvement in teaching practices.

Action 2: This action was fully implemented. BPA has enhanced its professional development program by hiring a Reading Interventionist, Social Worker, and Administrator. The Reading Interventionist provides comprehensive teacher support through coaching cycles that include classroom observations, feedback, and strategy-focused professional development sessions.

Teachers and Instructional Aides participate in ongoing learning opportunities focused on developing academic mindsets and implementing differentiated teaching strategies and co-teaching models. Staff is currently working on incorporating the Picture Word Inductive Model and implementing the newly adopted Cengage ELD and StudySync curricula. Periodic training continues in Reflex Math, Positive Behavioral Interventions and Supports (PBIS), and writing across the curriculum. BPA has also partnered with LAIRP to strengthen restorative practice strategies throughout the school.

Action 3: This action was fully implemented. BPA provides all students with standards-aligned curriculum and instructional materials. The school has adopted core curricula including StudySync (ELA), Envision (Math), Elevate Science, and National Geographic Cengage Learning (Social Studies). All students receive necessary consumables for each core subject. This year's Science curriculum uses an integrated approach, replacing the previous year's grade-specific model, which has affected content delivery effectiveness.

Action 4: This action was fully implemented. BPA maintains a one-to-one computing environment with daily Chromebook access for all students. Students have licensed access to multiple digital intervention and enrichment platforms including Lexia, iXL Math, Achieve 3000, BrainPOP, PortalClass VR, and Reflex. Every classroom is equipped with a SMART board.

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 4: Estimated actual expenditures were significantly higher than budgeted expenditures because StemFINITY VR was purchased during the school year using ESSER and Extended Learning Opportunities Program (ELOP) funds. This purchase was not included in the original budget.

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

Action 1: The implementation of administrative and teaching staff support has been effective in providing a robust educational program at Bridges Preparatory Academy. Having teachers with different levels of pedagogical knowledge has enriched professional development activities and positively impacted classroom teaching performance. The intensive summer professional development program effectively oriented teachers and Instructional Aides with the adopted curriculum, electronic intervention platforms, and provided guidance for systemic school processes. Weekly professional development sessions throughout the academic year have resulted in more structure and accountability for teaching the whole student through Universal Design for Learning (UDL) instruction, while successfully incorporating social-emotional learning strategies and culturally relevant teaching practices.

This comprehensive approach to professional learning has strengthened teachers' ability to deliver a broad course of study including core subjects and enriching electives, directly supporting the school's goal of building teacher capacity and improving student academic outcomes.

Action 2: Professional development initiatives at Bridges Preparatory Academy have been effective in supporting the goal of building teacher capacity and improving instructional quality. Consistent and targeted professional development has increased student engagement in core classes while equipping teachers with improved skills in data analysis and instructional delivery.

Co-planning sessions using pacing guides have successfully created grade-level synchronicity in lesson delivery, with teachers becoming more proficient in utilizing tools from the adopted curriculum. Teachers have effectively implemented data-driven instruction and embraced a whole-student approach that addresses both academic and social-emotional needs.

The professional learning focused on Carol Dweck's Mindset has provided teachers with tools to foster growth mindsets in their classrooms, leading to improved student attitudes toward learning. Collaboration between general education teachers and instructional aides has resulted in more effective support for English Language Learners. Teachers report stronger student-teacher relationships and reduced disciplinary issues through implementing restorative practices, while the writing strategies learned through professional development have directly improved student writing skills.

Action 3: The implementation of standards-aligned curriculum for all core subject areas has been effective in supporting Bridges Preparatory Academy's educational goals. The use of interactive and diverse resources has increased student engagement and participation in learning activities. The consistent core materials across subjects have ensured structured learning experiences for all students. Access to high-quality digital tools and resources has effectively supported both intervention and enrichment activities, promoting academic growth across the student population. Daily access to consumables and technology has ensured students have the materials they need to be successful in their academic pursuits.

The adoption of coherent curriculum materials including StudySync (ELA), Envision (Math), Elevate Science, and National Geographic Cengage Learning (Social Studies) has created a solid foundation for instruction. Despite the challenge of integrating new staff who needed additional support in navigating these resources, the overall implementation has strengthened curriculum alignment and improved learning outcomes.

Action 4: The implementation of technology access initiatives has been effective in supporting teaching and learning at Bridges Preparatory Academy. The one-to-one computing environment with Chromebooks and classroom SMART boards has enabled students to work at their own pace, particularly in Math and ELA, while providing teachers with real-time data for making instructional decisions.

Digital platforms including Lexia, iXL Math, Achieve 3000, BrainPOP, PortalClass VR, and Reflex have provided students with individualized instruction tailored to their specific learning needs. This technology integration has allowed for more flexible, differentiated instruction that effectively meets the needs of diverse learners. Despite initial challenges with training staff on various digital platforms and determining optimal integration methods, the school reports that these tools have significantly enhanced student engagement through interactive learning experiences. The technology infrastructure has created a structured framework for academic success across all subjects by facilitating data-driven instruction and personalized learning opportunities.

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

No changes will be made to the planned goal #2 and metrics for the coming year. Bridges Preparatory Academy operates on a one-year LCAP cycle, with target outcomes reviewed and revised annually as part of our comprehensive planning process. This annual revision of target outcomes is informed by multiple data sources including our school's needs assessment, analysis of local and state performance data, and valuable input gathered from our educational partners throughout the year. This approach ensures our targets remain responsive to current student needs and aligned with school improvement priorities while maintaining consistency in our overarching goal and metrics framework. The annual cycle allows us to set ambitious, yet achievable targets based on the most recent evidence of student progress and emerging needs identified through our continuous improvement process.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	For the 2025-26 academic year, Bridges Preparatory Academy will maintain a qualified leadership and instructional team led by an Executive Director who oversees all aspects of the school program. BPA will employ appropriately credentialed teachers for all grade levels 6-8, ensuring full compliance with state certification requirements and appropriate subject matter assignments. **Comprehensive Educational Program** BPA will deliver a comprehensive middle school curriculum that provides all students with access to a broad course of study aligned with California content standards. The educational program includes: • Core academic subjects: English Language Arts, Mathematics, Science, and Social Studies • Physical Education aligned with state standards • Enriching elective courses including Coding, Film & Propaganda, and Creative Writing	$883,289	N

		This balanced educational approach ensures students receive both rigorous academic preparation and opportunities to explore creative and technical interests. **Extended Instructional Calendar** Bridges Preparatory Academy will implement an extended academic calendar featuring 183 instructional days, (8 additional instructional days) which exceeds the California state requirement of 175 instructional days for charter schools. This additional instructional time provides students with expanded learning opportunities and greater depth of instruction in all subject areas. **Professional Growth Framework** To ensure instructional excellence, all BPA educators will participate in a comprehensive professional development program consisting of: • Eight days of intensive Summer Professional Development prior to the academic year, focusing on curriculum implementation, instructional strategies, and school culture development • Four additional non-instructional professional development days strategically scheduled throughout the school year • Weekly collaborative professional learning sessions during the academic year to support ongoing refinement of teaching practices This substantial investment in educator development reflects BPA's commitment to instructional quality and continuous improvement in service of student achievement.		
2	PROFESSIONAL DEVELOPMENT	For the 2025-26 school year, Bridges Preparatory Academy will establish a comprehensive professional development framework focused on evidence-based instructional practices to improve student achievement across all subgroups. This multi-tiered coaching system will provide targeted support to enhance teacher effectiveness and ensure equitable learning outcomes for all students. The Principal/Instructional Coach, a newly redesigned position, will serve as the leader of the professional development program. This role includes overseeing and supervising newly added Instructional Coaches for	$321,407	Y

		Reading, Math, and ELD; conducting classroom walkthroughs and feedback cycles; analyzing and presenting data; and leading MTSS meetings. The Principal/Instructional Coach will also provide direct instructional coaching to teachers across all content areas. This expanded Instructional Leadership team will work collaboratively to deliver cohesive instructional support across all content areas, ensuring consistency and effectiveness in professional development efforts throughout the school. The program's core components include weekly instructional coaching cycles that utilize observation, modeling, co-teaching, and reflective feedback to build teacher capacity in research-based pedagogical strategies. A central focus will be systematic training on scaffolding techniques and differentiation strategies to meet the diverse needs of English Learners (EL), Socioeconomically Disadvantaged students (SED), Long-Term English Learners (LTEL), and Students with Disabilities (SWD). Regular analysis of student performance data will inform instructional decisions and coaching priorities, while grade-level and department professional learning communities (PLCs) will foster peer collaboration and shared best practices. Implementation will include monthly whole-staff professional development sessions, bi-weekly coaching cycles for all instructional staff, and quarterly progress monitoring with program evaluation. This action directly addresses the achievement gaps identified in our needs assessment and aligns with our goal to accelerate learning for all students while specifically supporting our most vulnerable populations. **Professional Development Focus Areas** Based on input from educational partners, BPA will deliver targeted professional learning opportunities addressing identified instructional priorities. Teachers and Instructional Aides will receive comprehensive training in Carol Dweck's Growth Mindset framework to foster student resilience and learning orientation. Linguistic development will be enhanced through training on the Cengage ELD adoption with co-teaching strategies and the Picture Word Inductive Model specifically designed for English Learners.		

		Social-emotional and behavioral support will be strengthened through ongoing training in Restorative Practices facilitated by the Los Angeles Institute of Restorative Practices (LAIRP). Literacy development will be addressed through professional learning on writing across the curriculum and The Writing Revolution methodologies. Mathematics instruction will be enhanced through targeted coaching on the Saavas Math Curriculum implementation and Reflex Math Facts & Fluency program. Additionally, educators will receive ongoing support with StudySync implementation and Positive Behavioral Interventions and Supports (PBIS) strategies. **Content-Specific Instructional Coaches** To deepen content expertise and instructional effectiveness, BPA will add both Mathematics and ELA Instructional Coaches for the 2025-26 school year. The Mathematics Instructional Coach (partially LREBG Funded: $53,300) will support teachers in developing conceptual understanding, procedural fluency, and problem-solving skills among students. This specialist will provide demonstration lessons, co-teaching opportunities, and individualized support to strengthen mathematics instruction schoolwide, with particular emphasis on differentiation strategies for diverse learners. The ELA Instructional Coach (partially LREBG Funded: $57,576) will focus on enhancing literacy instruction across all content areas. This position will support teachers in implementing evidence-based reading and writing strategies, developing text-dependent questioning techniques, and integrating literacy skills throughout the curriculum. Both instructional coaches will conduct regular data analysis sessions with teachers to monitor student progress and adjust instructional approaches based on assessment results. **External Partnerships** BPA will continue its participation in LACOE's PBIS Community of Practice to strengthen schoolwide positive behavior interventions, improve school climate, and address chronic absenteeism through consistent implementation of evidence-based practices. This ongoing partnership provides valuable external expertise and professional learning opportunities that complement the school's internal professional development initiatives.		

		Through this comprehensive approach to professional learning, Bridges Preparatory Academy will build teacher capacity, improve instructional quality, and ultimately enhance student academic outcomes across all content areas.		
3	CORE CURRICULAR PROGRAM NEEDS	Bridges Preparatory Academy will ensure all students have access to comprehensive, standards-aligned curriculum materials in all core subjects for the 2025-26 school year. The school will continue using StudySync (ELA), Envision (Math), Elevate Science, and National Geographic Cengage Learning (Social Studies) as primary instructional resources. BPA will conduct annual curriculum audits to assess material condition and replenish student consumables, digital licenses, and supplemental resources as needed. Special attention will be given to providing appropriate materials for English Learners and Students with Disabilities. Teachers will receive targeted support for effective curriculum implementation through professional development and instructional coaching, ensuring instructional fidelity while meeting diverse student needs. This systematic approach ensures all students have equitable access to high-quality instructional materials supporting academic achievement across all content areas.	$18,540	N
4	CLOSING THE DIGITAL DIVIDE	Bridges Preparatory Academy will maintain its one-to-one computing program for the 2025-26 school year, ensuring all students have consistent access to appropriate technology devices for accessing instructional and supplemental digital materials. This universal access supports equitable learning opportunities regardless of students' home technology resources. **Classroom Technology Environment:** Classrooms will feature integrated technology tools including SMART boards to create engaging, interactive learning experiences. Teachers will leverage these tools to enhance instruction through multimedia content, interactive demonstrations, and collaborative digital activities that promote student engagement and deeper learning.	$33,396	N

		Teacher Technology Development: BPA will provide targeted professional development focusing on effective educational technology integration. These sessions will enhance teachers' technical proficiency while emphasizing pedagogical strategies that leverage technology to create more engaging, differentiated learning experiences for students across all content areas. **Technical Support Infrastructure:** The school will maintain contracted IT support services to ensure reliable technology functionality and prompt resolution of technical issues. BPA will continue utilizing digital communication platforms, including Zoom for virtual meetings, to maintain connections with families and educational partners when in-person interactions aren't possible. This comprehensive approach to technology integration ensures all students benefit from modern digital learning tools while developing the technological literacy essential for future academic and professional success.		

Goal

Goal #	Description	Type of Goal
3	Engage parents, families, and community members as partners through education, communication, and collaboration to provide all students with a safe, welcoming and inclusive, and positive learning environment.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

BPA developed this goal because family partnership is critical to student success, and there is a recognized need to ensure parents feel welcomed and connected to the school as true educational partners. The school identified a direct connection between meaningful family engagement and improved student outcomes, including increased daily attendance rates.

There is also a specific need to educate families about the impact the pandemic has had on student learning, socialization, and self-regulation so they can better support their children's recovery and continued growth. As the school transitions to a Community Schools model through their California Community Schools Partnership Program grant, meaningful family and community engagement becomes even more essential for addressing the whole child's needs and removing barriers to learning that extend beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Good		2025-26: Good	Good
18	Parent input in decision-making for UP & SWD. (Questions 9-12)	2023-24: 9. 4 10. 5 11. 4	2024-25: 9. 5 10. 4 11. 4		2025-26: 9. 5 10. 5 11. 4	9. +1 10. -1 11. 0 12. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	12.4	12.4		12.4	
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 5 2. 5 3. 4 4. 5	2024-25: 1. 5 2. 5 3. 4 4. 5		2025-26: 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. 0
20	Other Local Measure - Student Survey: Sense of safety & school connectedness	2023-24: 60% Sense of Safety 49% School connectedness	2024-25: 67% Sense of Safety 60% School Connectedness		2025-26: 69% Sense of Safety 62% School Connectedness	+7% Sense of Safety +11% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source:					
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source:	2023-24: 82% Sense of Safety 79% School connectedness	2024-25: 76% Sense of Safety 94% School Connectedness		2025-26: 78% Sense of Safety >90% School Connectedness	-6% Sense of Safety +15% School Connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source:	2023-24: 85% Sense of Safety 79% School connectedness	2024-25: 80% Sense of Safety 69% School Connectedness		2025-26: 82% Sense of Safety 71% School Connectedness	-5% Sense of Safety -10% School Connectedness

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. BPA has designed a comprehensive field trip program connecting classroom subjects to real-world experiences throughout the school year. Teachers prepare students by providing background information about destinations, explaining relevance to curriculum, and suggesting questions to enhance learning. These experiences promote intellectual exploration, group discussion, and reflective thinking.

The school hosts various community events, including an upcoming resource fair featuring community sponsors providing valuable information to families. BPA has established partnerships with local small businesses for support and donations. BPA continues to collaborate with LACOE to secure additional resources for students and families. The school regularly shares information about community giveaways and donation opportunities with families.

Action 2: This action was fully implemented. BPA facilitates nine Parent Advisory Committee (PAC) meetings and five English Learner Parent Advisory Committee (ELPAC) meetings annually to engage parents and gather input on school activities. PAC meetings inform parents about upcoming events, testing schedules, and monthly planning. ELPAC meetings focus on reviewing assessment materials, discussing overall test scores, and clarifying expectations for future assessments.

Action 3: This action was fully implemented. BPA has scheduled 14 "Coffee with Admin" meetings this school year to discuss school safety improvements, educational concerns, and upcoming social events based on parent input.

Communication flows through multiple channels. ParentSquare app serves as the primary platform, supplemented by Instagram posts and updates to the official school website. Many classrooms use ClassDojo for direct teacher-parent interaction. Teachers conduct weekly parent check-ins and distribute classroom curriculum newsletters. The Community School Coordinator (CSC) makes weekly phone calls to assess family needs.

The school's attendance plan combines engagement strategies, family support, and clear policies. Staff conduct home visits for students with excessive absences or tardies and hold informal meetings with families to provide attendance support. Incentives include the Dean's List point system, which students can redeem at the student store. Monthly recognition celebrates perfect student attendance and rewards classrooms with the highest attendance rates.

BPA has partnered with the Los Angles Institute of Restorative Practices (LAIRP) to deliver five parent workshops covering: Child's Brain Development; Technology/Internet Safety; and Impact of attendance on student success. To support all families, BPA has developed bilingual templates for communications including newsletters, permission slips, and event invitations. Bilingual staff provide real-time translation during conferences, workshops, parent meetings, and community events. Digital platforms, including the school website and messaging systems, further support multilingual communication.

Action 4: This action was fully implemented. Bridges Preparatory Academy has fully implemented its commitment to maintaining a safe and clean school environment. The Facility Inspection Tool (FIT) assessment is conducted annually, with results documented in the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators Report. The school promptly addresses any identified issues to ensure optimal facility conditions for students and staff. This systematic approach to facility maintenance supports a conducive learning environment that meets high safety and cleanliness standards.

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

The following actions under Goal 3 had material difference since Estimated actual expenditures were significantly higher than budgeted expenditures due to the following factors:

- **Action 1:** Additional field trips aligned to content standards were conducted to further engage students in their learning, resulting in higher costs than originally budgeted.
- **Action 3:** The salary of the Community Schools Coordinator (new staff position) was lower than budgeted, partially offsetting other increased expenses.

- **Action 4:** Facility costs exceeded budget due to two factors: (1) the facility BPA leases for physical education and afterschool sports increased its leasing fees, and (2) expanded afterschool programming required additional evening janitorial services to maintain a clean school facility after program hours.

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

Action 1: The implementation of activities promoting positive school climate has been effective in enhancing student engagement at Bridges Preparatory Academy. Involving students in group and school activities has boosted student morale and created a positive outlook toward school attendance. These opportunities have provided valuable space for students to socially interact with peers and adults, fostering a sense of belonging to the school community. Field trips have effectively helped students develop teamwork, communication, and social skills through collaborative activities outside the structured classroom environment. Students learn to share responsibilities and problem-solve together, enhancing their social development. The establishment of Student Council has successfully engaged students in organizing and leading school community activities and assemblies.

BPA students are more inclined to volunteer in planning processes because they directly witness the impact of their contributions. This increased ownership has strengthened student investment in their school community and created authentic opportunities for leadership development and community building.

Action 2: The implementation of parent input opportunities has shown modest effectiveness in engaging families at Bridges Preparatory Academy. The school has conducted nine Parent Advisory Committee (PAC) meetings and five English Learner Parent Advisory Committee (ELPAC) meetings, which have provided consistent opportunities for parent engagement and information sharing regarding school activities, testing, and upcoming events. To address participation challenges, BPA has implemented flexible meeting times, made proactive phone calls, and livestreamed meetings through Zoom, making attendance more accessible for working parents with multiple commitments. These adaptations have helped maintain communication with families who might otherwise be unable to participate in traditional in-person meetings.

Our increased communication with parents has proven effective in building and maintaining relationships with families, the assessment of effectiveness is somewhat limited in scope. This year, the focus has been primarily on information sharing rather than measurable increases in decision-making participation. The effectiveness could potentially be enhanced through more structured opportunities for parents to influence school policies and programs beyond providing input on activities and rewards.

Action 3: The implementation of parent engagement initiatives has shown partial effectiveness at Bridges Preparatory Academy. While we have successfully reached more parents through technology and multiple communication channels, there is a need to find additional ways to increase parent involvement in school activities and decision-making processes.

The use of ParentSquare, Instagram, the school website, and classroom-specific communication tools like ClassDojo has improved outreach, but participation challenges remain. The Community Schools Coordinator's weekly phone calls to check on family needs has helped establish connections, especially with families experiencing attendance issues. Home visits for students with excessive absences have begun to address chronic absenteeism, along with incentive programs like Dean's List and perfect attendance rewards.

BPA has implemented parent workshops in partnership with LAIRP covering topics like child brain development, internet safety, and the impact of attendance on student success. Bilingual communication has enhanced access to information for all families regardless of language proficiency, though ensuring accurate translation remains challenging. While these initiatives have improved communication channels, we've identified the need for more effective strategies to actively engage parents beyond receiving information, particularly those with limited technology access or scheduling constraints.

Action 4: The implementation of facility maintenance protocols has been effective in providing a safe and clean environment at Bridges Preparatory Academy. The school has fully implemented its commitment to conducting annual Facility Inspection Tool (FIT) assessments, with results consistently reported on required documentation including the School Accountability Report Card (SARC), LCAP, and Local Indicators Report. The systematic approach to facility management has ensured accountability and transparency through comprehensive reporting across multiple platforms. When issues are identified during inspections, they are promptly addressed to maintain optimal conditions for both students and staff. This responsiveness helps maintain high standards of safety and cleanliness that support a conducive learning atmosphere.

Despite the challenge of being tenants rather than owners of their facility, which sometimes requires approval from the building owner before completing repairs, BPA has maintained an effective process for facility maintenance. This ongoing commitment to facility quality directly supports our school's goal of providing students with a safe, welcoming, and inclusive learning environment.

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

No changes will be made to the planned goal #3 and metrics for the coming year. Bridges Preparatory Academy operates on a one-year LCAP cycle, with target outcomes reviewed and revised annually as part of our comprehensive planning process. This annual revision of target outcomes is informed by multiple data sources including our school's needs assessment, analysis of local and state performance data, and valuable input gathered from our educational partners throughout the year. This approach ensures our targets remain responsive to current student needs and aligned with school improvement priorities while maintaining consistency in our overarching goal and metrics framework. The annual cycle allows us to set ambitious, yet achievable targets based on the most recent evidence of student progress and emerging needs identified through our continuous improvement process.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Bridges Preparatory Academy will implement a multi-faceted approach to foster student engagement, strengthen school climate, and maintain a safe learning environment for all students. **Experiential Learning and Engagement**: BPA will expand learning beyond the classroom through outdoor education experiences and field trips designed to deepen content understanding, increase student motivation, and provide real-world connections to academic concepts. These experiential learning opportunities will be strategically aligned with curriculum standards to enhance student engagement and academic achievement. **Student Voice and Leadership**: BPA will establish a Student Advisory Committee to ensure meaningful student participation in school governance and decision-making. This committee will provide direct student input in the development of the school's LCAP and lead schoolwide initiatives that promote engagement and develop leadership skills. Through this formal structure, students will have authentic opportunities to shape their educational experience and contribute to school improvement efforts. **Positive Behavior Interventions and Supports (PBIS)**: BPA will continue implementing a comprehensive PBIS framework that includes systematic incentive programs, recognition systems, and positive reinforcement strategies. This evidence-based approach will be complemented by school-wide events, assemblies, and family/community gatherings that build a strong sense of belonging and foster positive relationships among students, staff, and families. **Safety and Security**: The Executive Director and Leadership Team will conduct a thorough review and revision of the Comprehensive School Safety Plan, ensuring it addresses current best practices and emerging safety needs. The updated plan will be presented to all stakeholders—staff, students, and families—with clear communication of safety protocols and emergency procedures.	$44,300	N

Action #	Title	Description	Total Funds	Contributing
		Equity and Belonging: To promote equity and reduce barriers to participation, BPA will provide a complete set of school uniforms for every student, ensuring all students can fully engage in the school community regardless of socioeconomic status. This initiative supports both school safety through easy identification and fosters a unified school identity that strengthens our positive climate.		
2	PARENT INPUT IN DECISION-MAKING	Bridges Preparatory Academy recognizes that meaningful parent participation in school governance is essential for student success. We provide structured opportunities for families to shape school policies, programs, and priorities through formal advisory committees that ensure diverse voices are heard and valued in our decision-making processes. Parents and guardians are invited to participate in the following decision-making bodies: the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and EL Parent Advisory Committee (EL-PAC) as required by California Education Code 52062(a)(2) when applicable; the Parent Advisory Committee (PAC) per California Education Code 52062(a)(1); and the Community Schools Steering Committee. These committees provide direct input on budget priorities, program development, and policies affecting student achievement and school climate. To ensure equitable access to participation, translation services and interpretation will be provided for all meetings and materials upon request, removing language barriers that might prevent full engagement. Bridges Preparatory Academy actively collaborates with families and community partners to identify resources, develop strategies, and implement interventions that re-engage students and families who may be disconnected from school. This partnership approach strengthens the home-school connection and creates a supportive network focused on improving attendance, academic achievement, and overall student well-being.	$0	N

Action #	Title	Description	Total Funds	Contributing
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Bridges Preparatory Academy will implement comprehensive parent engagement strategies to ensure all families, including those of Unduplicated Pupils (UP) and Students with Disabilities (SWD), are empowered as partners in their child's education. **Communication and Access**: Families will stay connected through multiple platforms including ParentSquare for regular updates, PowerSchool Parent Portal for real-time monitoring of attendance, behavior, and academic progress, and the school website for general information. All communications will be provided in English and Spanish to meet our community's translation needs based on primary language surveys and the "15% and above translation needs" criteria. **Family Engagement Activities**: The Community Schools Coordinator, Principal/Instructional Coach, and Executive Director will host regular opportunities for meaningful family involvement including Coffee with the Principal informal gatherings, Open House, Back to School Night, and parent-teacher conferences. These events foster direct communication between families and school staff while building strong home-school partnerships. **Community Schools Initiative**: The Community Schools Coordinator will strengthen BPA's connection to community agencies and organizations that align with the Four Pillars of Community Schools, MTSS, and ELOP frameworks. This comprehensive approach addresses academic, social-emotional, and mental health needs of students and families through strategic partnerships and resource coordination. The CSC will conduct targeted outreach including home visits for chronically absent or truant students, working with the Counselor and Executive Director to develop individualized attendance plans that address barriers and provide necessary resources. **Parent Education and Empowerment**: BPA will offer extensive parent education opportunities through PEBSAF workshops and Ready4K implementation, providing families with tools to support their children's success and navigate challenges. The Executive Director and Counselor will facilitate workshops on parent-requested topics including academic support in literacy and math, social-emotional learning, restorative	$62,207	N

Action #	Title	Description	Total Funds	Contributing
		practices, technology and internet safety, understanding ILPs, sex trafficking awareness, high school transition processes, and the impact of attendance on student outcomes. These workshops empower parents with knowledge and strategies to actively support their child's educational journey and help them reach their full potential.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Bridges Preparatory Academy is committed to maintaining safe, clean, and well-functioning facilities for all students and staff. The school conducts comprehensive facility assessments using the Facility Inspection Tool (FIT) on an annual basis. Assessment results are transparently communicated through the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators Report. The school prioritizes prompt remediation of any identified deficiencies, with maintenance and repairs scheduled based on urgency and impact on the learning environment. Progress on facility improvements is monitored quarterly to ensure timely completion and ongoing compliance with safety standards.	$249,180	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$652,521	$83,330

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
39.81%	0%	$0	39.81%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	**Identified Needs for English Learners (EL):** • **Academic Performance Gaps:** English Learner students demonstrate the most significant achievement gap with Orange performance level at -60.9 Distance from Standard (DFS) in ELA, declining by -4.7 points from the previous year. In Mathematics, EL students showed insufficient growth of only +2.1 points despite starting from substantially lower baseline scores (-71.7 DFS). Assessment data reveals that 50% of EL students score	**Rationale for Schoolwide Implementation:** **Lexia Reading Program:** Lexia directly addresses critical literacy gaps among EL and SED students through personalized, adaptive instruction that meets learners at their current level. For EL students experiencing declining ELPAC proficiency (46.43% to 17.65%), Lexia provides systematic phonics, vocabulary development, and comprehension strategies supporting both language acquisition and content access. The	The metrics that will be used to monitor effectiveness include: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP ELA Assessment: Distance from Standard (DFS)

	in the 1st-20th percentile on MAP Growth ELA assessments, while an additional 34% score in the 21st-40th percentile, indicating concentrated performance in the lower achievement ranges. • **Language Proficiency Challenges:** BPA has experienced a dramatic decline in ELPAC proficiency rates from 46.43% in 2022-23 to 17.65% in 2023-24, accompanied by a significant drop in reclassification rates from 28.8% to 8.1% during the same period. Long-Term English Learners (LTELs) present particular challenges as they require specialized instructional approaches due to plateaued language development that differs from newcomer EL needs. **Instructional Gaps:** There exists a misalignment between classroom instruction and assessment expectations for EL students, with insufficient explicit instruction in reading comprehension strategies needed for academic content areas. The school has identified limited coordination between ELD services and core instruction, combined with inconsistent implementation of progress monitoring tools across classrooms. **Identified Needs for Socioeconomically Disadvantaged (SED) Students:** • **Academic Achievement Gaps:** SED students performed at Orange level with -41.3 DFS in ELA, declining by -1.7 points from the previous year. While SED students showed +10.6 points growth in Mathematics, they still remain significantly	program's progress monitoring addresses inconsistent tracking needs while supporting SED students with wide foundational skill gaps. Schoolwide implementation ensures all students access evidence-based reading instruction without stigma, creating consistent literacy frameworks that benefit struggling readers while challenging advanced learners, ultimately serving the 84% unduplicated pupil population. **Instructional Aides:** Instructional Aides will provide essential small-group instruction needed to close achievement gaps, delivering Tier 1 support for the 50% of EL students scoring in lowest assessment percentiles. For SED students experiencing academic disengagement, aides offer personalized attention that re-engages learners while providing targeted academic support. Schoolwide deployment ensures enhanced adult-to-student ratios in all classrooms, allowing flexible grouping based on assessment data while ensuring the 89% socioeconomically disadvantaged population receives support without segregated learning environments. **Measure Up Math & ELA:** Measure Up target's standards-based skill gaps through supplemental curriculum aligned to grade-level expectations with scaffolded entry points. For EL students showing insufficient mathematics growth (+2.1 points versus other groups), the program provides structured practice with embedded academic language development. SED students declining in ELA (-1.7 points) benefit from systematic skill building and test preparation strategies. Schoolwide implementation creates coherent instructional systems with consistent intervention	

	below standard, indicating the need for continued intensive intervention. • **Resource and Support Inequities:** These students face limited access to high-quality reading intervention materials specifically designed for diverse learners, combined with gaps in systematic identification and intervention processes for students showing early reading difficulties. Inconsistent attendance patterns limit instructional time, while accumulated learning gaps from interrupted education create compounding academic challenges. • **Systemic Barriers:** Wide learning gaps exist between student foundational skills and grade-level standards, with limited academic language proficiency affecting access to grade-level content. Many SED students experience disengagement from learning due to repeated academic failure, creating a cycle where academic struggles lead to decreased motivation and participation. These identified needs demonstrate that both EL and SED student populations require targeted, intensive interventions to address significant academic achievement gaps and accelerate learning toward grade-level proficiency.	strategies across all environments, ensuring EL (27%) and SED (89%) populations receive high-quality support regardless of classroom placement. This schoolwide approach leverages the principle that high-quality instruction benefits all learners while providing intensive interventions unduplicated pupils require to overcome achievement gaps.	
Goal 1, Action 3	**Dramatic Increase Chronic Absenteeism Rates Across All Student Groups:** The 2024 California School Dashboard reveals a significant decline in attendance performance, with all student groups experiencing dramatic increases in chronic absenteeism from a baseline of 0% in 2022-23. English Learner students show the highest chronic absenteeism rate at 20%, representing a 20-	This action will be provided on a schoolwide basis: **Social Worker:** The Social Worker will address trauma-informed intervention needs for students experiencing adverse childhood experiences, particularly with chronic absenteeism reaching	The metrics that will be used to monitor effectiveness include: • #8: Chronic Absenteeism Rates • #9 MS Dropout Rates • #10 Suspension Rates • #11 Expulsion Rates

	percentage point increase. Socioeconomically Disadvantaged students experienced an 18.1% chronic absenteeism rate, while Hispanic students showed a 17.1% rate. This represents a decline from blue (highest) performance level in 2023 to orange (concerning) performance level in 2024 across all groups. **Academic and Social-Emotional Disengagement:** Academic disengagement appears as both a cause and consequence of absenteeism, with students falling behind academically choosing to avoid school out of frustration or fear of failure. Communication and policy awareness gaps contribute to the problem, as some families do not fully understand attendance policies, the academic impact of absences, or available supports. Family instability factors, including housing insecurity and economic hardship, create conditions where consistent school attendance becomes a lower priority compared to meeting basic needs.	20% among EL and 18.1% among SED students. This position will provide mental health support and counseling that addresses root causes of disengagement while connecting families to community resources addressing systemic barriers like housing instability and healthcare access. Schoolwide provision will ensure all students access mental health support without stigmatization, creating comprehensive safety nets for the 89% socioeconomically disadvantaged population facing multiple risk factors. **Home Visits for Disengaged Students:** Home visits will address communication gaps and family barriers contributing to chronic absenteeism by bringing support directly to families experiencing obstacles. This intervention will address transportation challenges, childcare responsibilities, and other barriers preventing traditional engagement while allowing staff to assess needs, clarify policies, and develop individualized attendance plans. Schoolwide implementation will ensure proactive outreach to all families showing early disengagement warning signs, preventing chronic patterns while removing stigma and ensuring equitable access for unduplicated pupils facing multiple risk factors. **PBIS Community of Practice Training at LACOE:** PBIS training will address systematic behavioral support needs by providing evidence-based strategies creating positive, safe environments. This will respond to declining attendance performance by equipping staff with re-engagement tools and strengthening MTSS frameworks for tiered interventions.	

		Schoolwide PBIS will create consistent expectations, recognition systems, and interventions across all environments, ensuring every student experiences supportive climate reducing behavioral learning barriers while particularly benefiting those experiencing trauma. **Ripple Effects SEL Curriculum:** Ripple Effects will address social-emotional learning needs through CASEL-designated, trauma-informed curriculum helping students develop emotional regulation and coping strategies. For students experiencing academic disengagement due to frustration, this will build resilience and growth mindset while addressing adverse childhood experiences. Schoolwide SEL implementation will ensure all students develop essential social-emotional competencies while normalizing mental health conversations, creating supportive culture encouraging help-seeking and benefiting all learners while supporting those experiencing trauma contributing to absenteeism. This comprehensive schoolwide approach will address multiple chronic absenteeism factors while building positive climate promoting engagement and academic success for all students.	
Goal 2, Action 2	**Staff Capacity and Collaboration Challenges:** Staff turnover, including two General Education teachers and an ineffective ELD coach, has disrupted instructional continuity, highlighting the need for systematic coaching support. Insufficient collaboration exists between general education, ELD, and special education teams, requiring structured professional development for cross-departmental coordination. Teachers need coaching on using formative assessment data to	The Principal/Instructional Coach position directly addresses staff capacity and collaboration challenges by providing unified leadership for professional development initiatives. With staff turnover disrupting continuity and insufficient collaboration between departments, having the Principal lead instructional coaching ensures systematic coordination and accountability. This role will conduct walkthroughs, analyze data, and lead MTSS meetings, addressing the gap between	The metrics that will be used to monitor effectiveness include: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP ELA Assessment: Distance from Standard (DFS)

	guide instruction and implementing progress monitoring for intervention programs. These needs demonstrate that comprehensive instructional coaching is essential to build teacher capacity, improve instructional quality, and enhance student academic outcomes across all content areas, particularly for diverse learners including English Learners and Students with Disabilities.	assessment and instructional response while ensuring evidence-based practices are implemented consistently across classrooms. Principal Overseeing All Instructional Coaches: Having the Principal oversee newly added Reading, Math, and ELD Coaches addresses the need for comprehensive, coordinated professional development across content areas. This structure ensures specialized coaching operates within a unified framework rather than isolated interventions, preventing duplication while ensuring cross-curricular literacy support extends beyond ELA. This leadership directly addresses dramatic EL proficiency and reclassification rate declines by ensuring specialized ELD coaching integrates with general education instruction. **Rationale for Schoolwide Implementation:** Schoolwide provision ensures all teachers receive consistent, high-quality professional development regardless of content area or student population. Given that 89% of students are socioeconomically disadvantaged, 27% are English Learners, and 13% are Students with Disabilities, every classroom serves populations requiring specialized instructional strategies. This approach eliminates departmental silos, ensuring evidence-based practices for diverse learners are implemented consistently across all environments. This unified coaching model will create sustainable systems where instructional improvements benefit all students while providing intensive support for unduplicated pupils requiring specialized strategies, maximizing coaching impact while building comprehensive teacher capacity.	• #16: Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 4	**English Learner Instructional Strategies:** Dramatic declines in EL proficiency rates (46.43% to 17.65%) and reclassification rates (28.8% to 8.1%) indicate significant program ineffectiveness requiring comprehensive instructional coaching. Teachers need specialized training on designated and integrated ELD instruction, academic language development strategies, and differentiated techniques for both newcomer ELs and Long-Term English Learners who have plateaued in language development.	**ELD Instructional Coach:** The ELD Instructional Coach directly addresses dramatic declines in ELPAC proficiency (46.43% to 17.65%) and reclassification rates (28.8% to 8.1%) by revamping the ineffective ELD program. This position will revise the EL Master Plan, restructure designated ELD curriculum and assessment practices, and provide systematic professional development addressing staff capacity gaps from previous coach turnover while targeting distinct needs of newcomer ELs and Long-Term English Learners. **ELD Instructional Aide:** The ELD Instructional Aide addresses immediate support needs for EL students, with 50% scoring in the 1st-20th percentile on assessments. This position provides daily small-group bilingual support, delivering scaffolded instruction and vocabulary development targeting the -60.9 Distance from Standard ELA performance while supporting both designated and integrated ELD instruction. **Ellevation Learning Platform**: Ellevation addresses gaps between assessment and instructional response through real-time data analysis and	The metrics that will be used to monitor effectiveness include: • #4: % EL who made progress towards English Language Proficiency (ELPI) • #5: % students English Language Proficiency for Summative ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		evidence-based strategies. This platform prevents EL misidentification for special education while providing specialized resources for ELs with learning differences and enhancing collaboration between general education, ELD, and special education staff. **Rationale for Schoolwide Implementation:** While primarily targeting the 27% English Learner population, schoolwide implementation ensures integrated ELD strategies benefit all students, including former ELs and multilingual learners. The ELD Coach's academic language development training enhances instruction for all learners, particularly the 89% socioeconomically disadvantaged students lacking academic language exposure. Schoolwide provision eliminates segregated EL services, embedding language development strategies throughout all content areas rather than isolated programs. This creates linguistically responsive environments where academic language development benefits all students while providing specialized EL support, improving outcomes through enhanced instructional practices schoolwide.	

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

Not applicable

Additional Concentration Grant Funding

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

Bridges Preparatory Academy will use additional concentration grant add-on funds to increase the number of Instructional Aides that will provide tiered intervention in ELA and Math. (Goal 1, Action 2)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

FY24-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,400,534.64	$ 2,399,751.33

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 5,000	$ 5,000
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 394,469	$ 295,005
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 322,411	$ 343,215
1	4	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	$ 156,094	$ 166,830
1	5	SERVICES TO SUPPORT SWD	No	$ 175,446	$ 189,617
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 752,238	$ 700,348
2	2	PROFESSIONAL DEVELOPMENT	No	$ 9,500	$ 7,000
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 24,000	$ 28,440
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 72,640	$ 120,404
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 20,800	$ 29,600
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 91,782	$ 67,258
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 198,000	$ 258,500
4	1	Literacy Intervention	No	$ 178,155	$ 188,535

FY24-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 586,926	$ 628,798	$ 634,867	$ (6,070)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ -	$ -	0.000%	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 204,697	$ 177,378.53	0.000%	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 268,007	$ 290,638.36	0.000%	0.000%
1	4	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	$ 156,094	$ 166,850.18	0.000%	0.000%
1	5	SERVICES TO SUPPORT SWD	No	$ -	$ -	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ -	$ -	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No	$ -	$ -	0.000%	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ -	$ -	0.000%	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No	$ -	$ -	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ -	$ -	0.000%	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -	0.000%	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ -	$ -	0.000%	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ -	$ -	0.000%	0.000%
4	1	Literacy Intervention	No	$ -	$ -	0.000%	0.000%

FY24-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,460,724	$ 586,926	0.000%	40.181%	$ 634,867	0.000%	43.462%	$0.00 - No Carryover	0.00% - No Carryover

25.26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
25.26	$ 1,639,233	$ 652,521	39.807%	0.000%	39.807%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,105,957	$ 494,102	$ -	$ 79,915	$ 2,679,974.50	$ 2,086,744	$ 593,231

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No					$ -	$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	schoolwide	all	BPA	25-26	$ 385,793	$ 114,255	$ 211,706	$ 246,827	$ -	$ 41,515	$ 500,048	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	schoolwide	all	BPA	25-26	$ 170,044	$ 9,500	$ 179,544	$ -	$ -	$ -	$ 179,544	0.000%
1	4	EQUITABLE SERVICES FOR ENGLISH LEARNERS	EL	Yes	limited	EL	BPA	25-26	$ 173,849	$ 20,000	$ 193,849	$ -	$ -	$ -	$ 193,849	0.000%
1	5	SERVICES TO SUPPORT SWD	SWD	No					$ 104,016	$ 85,200	$ 104,016	$ 46,800	$ -	$ 38,400	$ 189,216	0.000%
									$ -	$ -					$ -	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 883,289	$ -	$ 883,289	$ -	$ -	$ -	$ 883,289	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	Yes	schoolwide	all	BPA	25-26	$ 321,407	$ -	$ 209,578	$ 111,828	$ -	$ -	$ 321,407	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 18,540	$ 18,540	$ -	$ -	$ -	$ 18,540	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ -	$ 33,396	$ 33,396	$ -	$ -	$ -	$ 33,396	0.000%
									$ -	$ -					$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No					$ -	$ 44,300	$ 33,900	$ 10,400	$ -	$ -	$ 44,300	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					$ 48,347	$ 13,860	$ 13,860	$ 48,347	$ -	$ -	$ 62,207	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No					$ -	$ 249,180	$ 224,280	$ 24,900	$ -	$ -	$ 249,180	0.000%

25.26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,639,233	$ 652,521	39.807%	0.000%	39.807%	$ 794,677	0.000%	48.479%	**Total:**	$ 794,677
								LEA-wide Total:	$ -
								Limited Total:	$ 193,849
								Schoolwide Total:	$ 600,828

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	MEASURING STUDENT PROGRESS – AS	No				$ -	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO AC	Yes	schoolwide	all	BPA	$ 211,706	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BE	Yes	schoolwide	all	BPA	$ 179,544	0.000%
1	4	EQUITABLE SERVICES FOR ENGLISH LI	Yes	limited	EL	BPA	$ 193,849	0.000%
1	5	SERVICES TO SUPPORT SWD	No				$ -	0.000%
							$ -	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	No				$ -	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	schoolwide	all	BPA	$ 209,578	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No				$ -	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No				$ -	0.000%
							$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMAT	No				$ -	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	No				$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPO	No				$ -	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL F	No				$ -	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

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

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [*EC* Section 32526(d)](). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information]() web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources]() web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [*EC* Section 32526(c)(2)]().
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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