

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Preparatory Academy

CDS Code: 19 10199 0140798

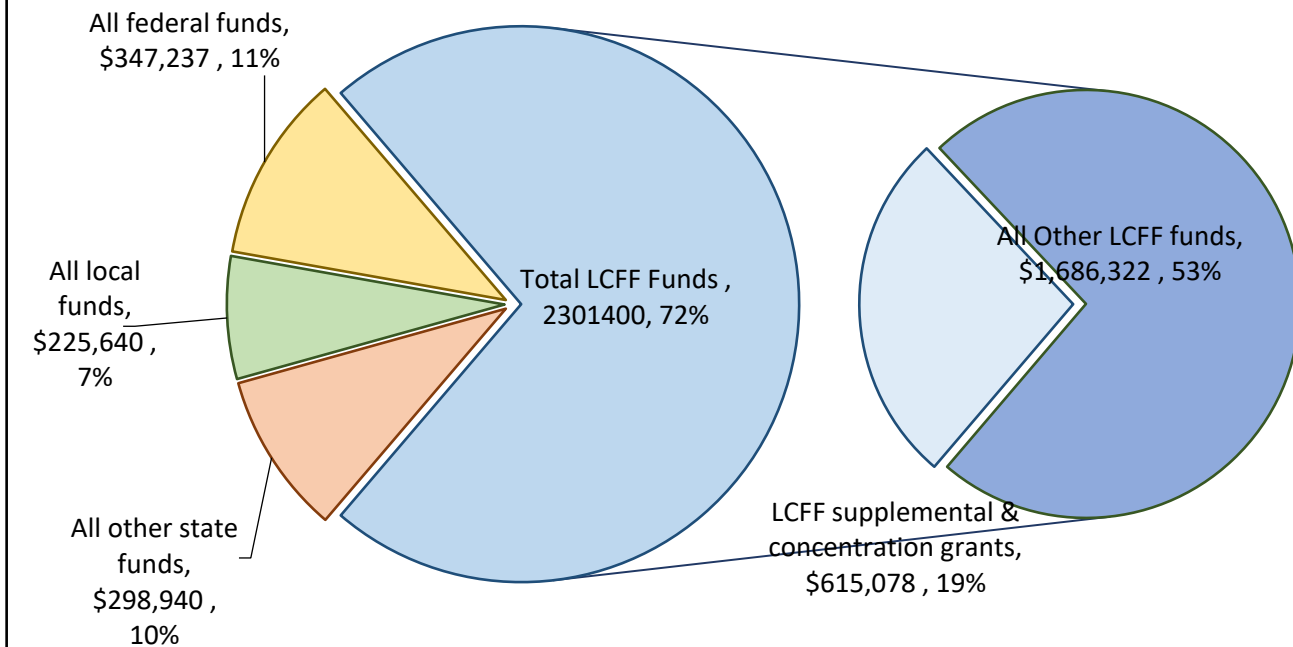
School Year: 2026-27

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 2026-27 School Year

Projected Revenue by Fund Source

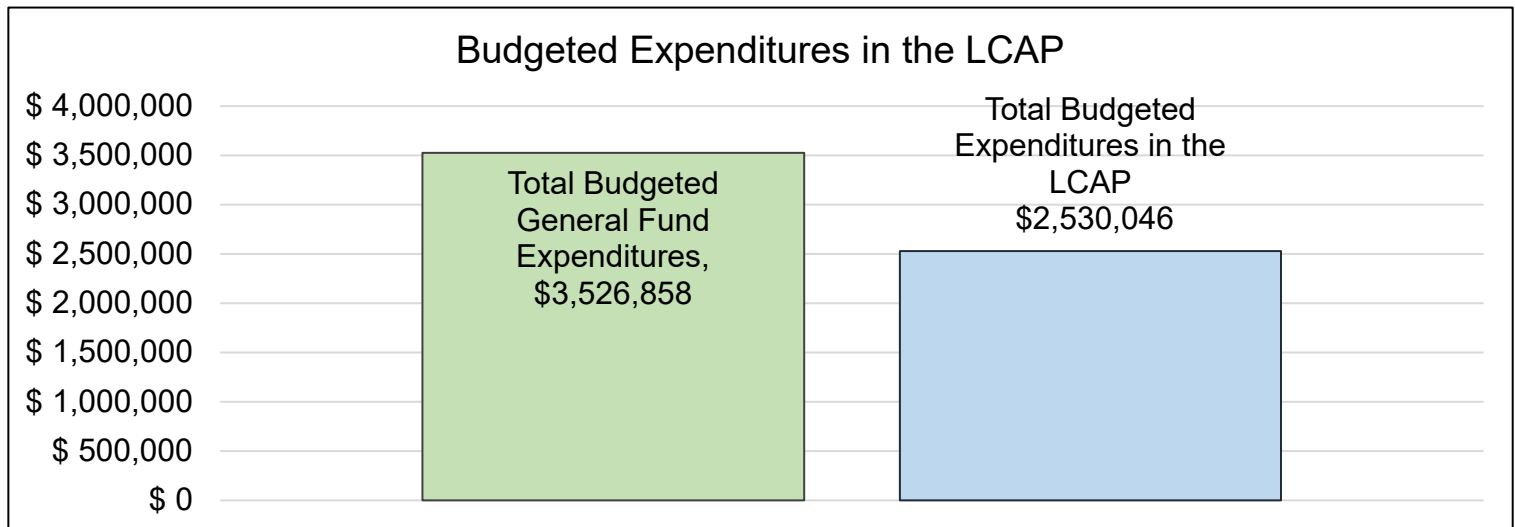


This chart shows the total general purpose revenue Bridges Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bridges Preparatory Academy is \$3,173,216.31, of which \$2,301,400.00 is Local Control Funding Formula (LCFF), \$298,939.65 is other state funds, \$225,639.93 is local funds, and \$347,236.73 is federal funds. Of the \$2,301,400.00 in LCFF Funds, \$615,078.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bridges Preparatory Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

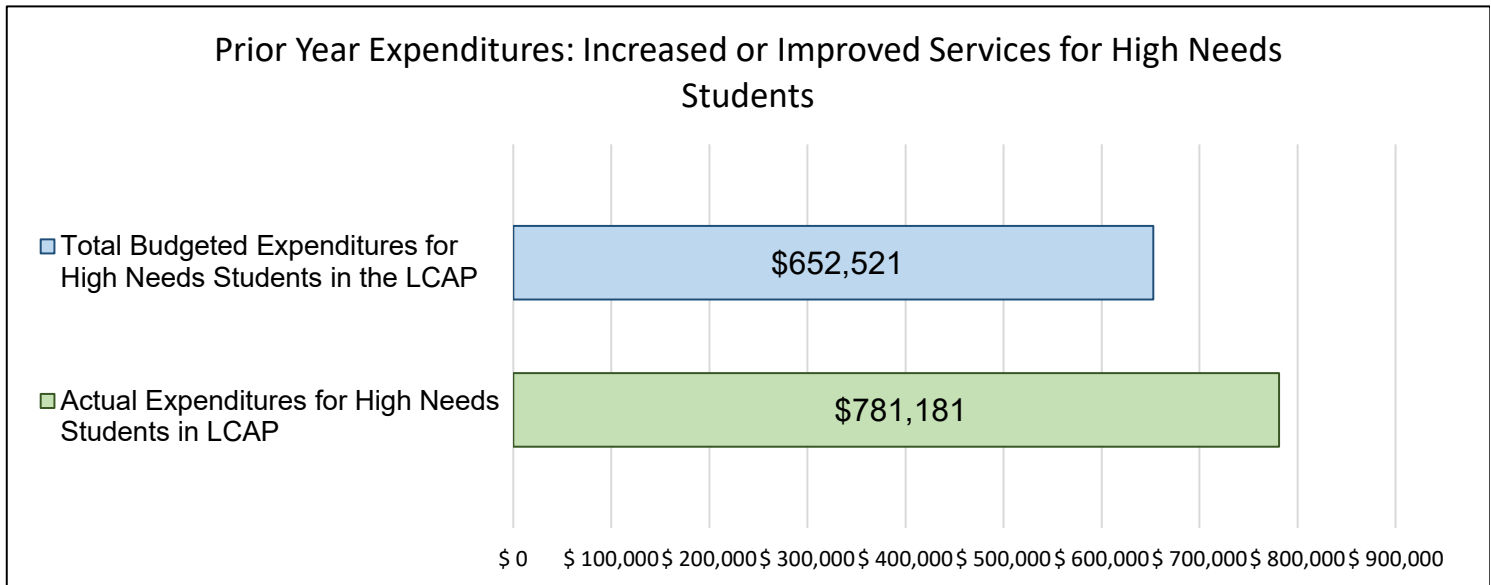
The text description of the above chart is as follows: Bridges Preparatory Academy plans to spend \$3,526,857.76 for the 2026-27 school year. Of that amount, \$2,530,046.38 is tied to actions/services in the LCAP and \$996,811.39 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Bridges Preparatory Academy is projecting it will receive \$615,078.00 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 \$615,078.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Bridges Preparatory Academy's LCAP budgeted \$652,521.43 for planned actions to increase or improve services for high needs students. Bridges Preparatory Academy actually spent \$781,181.30 for actions to increase or improve services for high needs students in 2025-26.

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, Executive Director	agomez@bpacompton.org 310-877-6004

Plan Summary 2026-27

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), situated in Compton, is dedicated to providing all students with a rigorous, college-preparatory education through a comprehensive “whole child” approach. Serving 164 students in grades 6-8, BPA reflects the diversity of our community: 91% Hispanic, 8% African American, 1% White, 24% English Learners (EL), 15.2% Students with Disabilities, and 84% 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 implementation phase of strengthening its Community School, supported by the CA Community Schools Partnership (CCSPP) 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, and the LACOE PBIS Community of Practice, who 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 Learning Recovery Emergency Block Grant (LREBG) funding, ensuring that resources are directed to areas of greatest need. For the 2026-27 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 including LACOE and CSULB.

Reflections: Annual Performance

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

The following table presents Bridges Preparatory Academy's (BPA) performance on the 2025 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and student population.

With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned a performance level (color) to this indicator for the first time. However, to receive a performance level on the Science Indicator, a school must have an n-size of at least 30 students with valid test scores. BPA serves grades 6-8, and fewer than 30 eighth-grade students were enrolled and tested on the California Science Test (CAST), the state-mandated science assessment administered to 8th grade students. As a result, BPA did not receive a performance level on the 2025 Science Indicator.

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

2025 California School Dashboard: English Learner Progress Indicator (ELPI) Performance: Bridges Preparatory Academy (BPA) received a Green performance level on the English Learner Progress Indicator (ELPI) for the English Learner student group on the 2025 California School Dashboard. This result reflects strong, sustained, and accelerating language acquisition progress across BPA's English Learner population.

ELPI Performance Data: On the 2025 Dashboard ELPI, 57.1% of English Learners at BPA made progress in English language proficiency, representing a 2.3% growth over the prior year. Additionally, 68.4% of Long-Term English Learners (LTELs) made progress in English language proficiency, representing a 10.5% growth over the prior year. The LTEL growth rate is particularly significant, as Long-Term English Learners typically demonstrate slower language progression statewide, and BPA's 10.5 percentage-point year-over-year improvement reflects targeted, effective programming for this historically underserved group.

Factors Contributing to ELPI Growth: BPA's accomplishment on the 2025 ELPI can be attributed to several integrated and reinforcing strategies implemented with fidelity at BPA.

- *Instructional coaching for ELD strategies.* BPA teachers received targeted instructional coaching in English Language Development (ELD) and in evidence-based strategies to support English Learners, including Specially Designed Academic Instruction in English (SDAIE) and Project GLAD methodologies. This coaching built teacher capacity to deliver both designated and integrated ELD instruction across content areas, ensuring that English Learners receive consistent language development support throughout the instructional day.
- *BrainPOP EL implementation.* BPA implemented BrainPOP EL, a digital intervention platform that provides differentiated instruction to address specific language learning gaps. BrainPOP EL has contributed to increased student engagement, expanded vocabulary development, and accelerated language acquisition for English Learners.
- *Ellevation platform for progress monitoring and accommodations.* BPA implemented the Ellevation English Learner platform to centralize EL data, monitor progress in real time, and ensure that accommodations are consistently provided to dually identified students (English Learners with disabilities). Ellevation has also enabled BPA staff to identify the specific language domains (listening, speaking, reading, and writing) in which English Learners are struggling, ensuring that targeted instructional practices can be implemented across all content areas.
- *Multi-Tiered System of Supports and whole-child approach.* BPA is deeply committed to its Multi-Tiered System of Supports (MTSS) and whole-child approach to instruction, ensuring that English Learners and Long-Term English Learners receive academic, social-emotional, behavioral, and language development support in an integrated structure. This whole-child framework recognizes that language acquisition is shaped by belonging, engagement, and well-being, in addition to direct instruction.

Internal Data Confirms Growth: In addition to the ELPI results, English Learners at BPA demonstrated meaningful growth on internal data sources specifically NWEA MAP Growth assessments during the 2025-26 academic year. This cross-source consistency confirms that BPA's EL programming is producing measurable progress across multiple measurement instruments and reinforces the validity of the 2025 ELPI Green performance level and expected growth with the release of the 2026 Dashboard.

Long-Term English Learners and Continued Commitment: While Long-Term English Learners did not constitute a numerically significant student group on the 2025 Dashboard and therefore did not receive a separate performance level or color, BPA is fully committed to ensuring that LTELs receive the targeted language supports necessary to accelerate language acquisition and ultimately achieve reclassification as Reclassified Fluent English Proficient (RFEP) students. The 10.5% growth in LTEL ELPI progress reflects this commitment in measurable form, and BPA will continue to deepen its targeted LTEL programming through the addition of the English Language Development Instructional Coach, expanded designated ELD instruction, comprehensive EL Master Plan revision, and continued use of Ellevation and BrainPOP EL.

ELPI (Dashboard)		
	EL	LTEL
2024 Dashboard	54.8%	57.9%
2025 Dashboard	57.1%	68.4%

ELPAC - % Proficient	
2022-23	46.3%
2023-24	17.7%
2024-25	23.7%

RECLASSIFICATION RATES	
2022-23	28.8%
2023-24	8.1%
2024-25	22.5%

A Model of Multi-Tiered Student Support: BPA's 2025 California School Dashboard Excellence in Chronic Absenteeism and Suspension Rate:

BPA demonstrated exceptional growth on the 2025 California School Dashboard in both the Chronic Absenteeism and Suspension Rate indicators. These results reflect the cumulative impact of a fully implemented Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and California Community Schools Framework, applied with fidelity across multiple school years. The school's performance on these climate and engagement indicators positions BPA as a strong example of integrated student support implementation.

Chronic Absenteeism: 2025 California School Dashboard Performance: On the 2025 California School Dashboard, BPA received a Blue performance level for the All Students group on the Chronic Absenteeism Indicator, the highest performance level available. The school received a Green performance level for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups.

2023-24: Chronic Absenteeism			2024-25: Chronic Absenteeism		
	Total #	Rate		Total #	Rate
All Students	25	18.1%	All Students	7	4.4%
EL	7	20.0%	EL	2	4.7%
SED	23	18.1%	SED	7	5.0%
Hispanic	21	17.1%	Hispanic	5	3.6%

BPA's chronic absenteeism rate declined dramatically over two school years, from 18.1% in 2023-24 to 4.4% in 2024-25, a reduction of 13.7 percentage points. This represents one of the most significant turnarounds in any indicator on BPA's Dashboard and reflects the cumulative impact of the school's integrated attendance, social-emotional, behavioral, and mental health support systems.

Factors Contributing to Chronic Absenteeism Reduction: The dramatic decline in chronic absenteeism can be attributed to several integrated and reinforcing strategies implemented with fidelity at BPA.

- *Comprehensive support system.* BPA has built and maintained a comprehensive support system that has been highly effective in reducing chronic absenteeism and addressing students' social, emotional, behavioral, and mental health needs. This system is anchored in MTSS, PBIS, and the California Community Schools Framework, and is delivered by a coordinated team of staff including the Community Schools Coordinator, the in-school Social Worker, the Counselor, and instructional leadership.
- *Targeted home visits and early intervention.* The Community Schools Coordinator and in-school Social Worker conducted home visits for students identified as at risk of chronic absenteeism. As a direct result of these home visits and complementary in-school engagement efforts, students who received this support did not progress to chronic absenteeism. This early intervention model has proven highly effective in identifying and removing barriers before attendance patterns become entrenched.
- *Consistent attendance expectations paired with whole-child supports.* BPA consistently enforces attendance expectations across all grade levels while simultaneously providing social-emotional, behavioral, and mental health supports that address underlying barriers to attendance. This dual approach ensures that attendance accountability is paired with the resources students and families need to overcome barriers, rather than being applied without context.
- *Hands-on learning and community building.* BPA offers hands-on learning opportunities and monthly community circles that have strengthened student engagement and school connectedness. These practices have contributed to improved overall attendance and a more positive school climate, reflecting the research-based principle that students attend school more consistently when they feel connected, valued, and engaged in meaningful learning.

- *Multi-year MTSS, PBIS, and restorative practices implementation.* BPA has effectively implemented MTSS combined with PBIS and restorative practices training schoolwide as a multi-year approach. This sustained investment has increased staff capacity to identify student needs, implement tiered supports, and monitor student progress. These professional learning opportunities support a trauma-sensitive approach aligned with the California Community Schools Framework and have contributed to improved consistency in academic, behavioral, and social-emotional supports schoolwide.
- *Ripple Effects SEL curriculum implementation.* BPA has implemented the Ripple Effects curriculum, which has supported consistent SEL instruction, improved student engagement, and provided targeted small-group and individual support within BPA's PBIS, MTSS, and Community Schools framework. These efforts have contributed to positive student outcomes in social-emotional development, behavior, and overall well-being.

Suspension Rate: 2025 California School Dashboard Performance: BPA's suspension rate performance demonstrates the same strong implementation pattern. In the 2023-24 school year, BPA's suspension rate was 1.4%. In the 2024-25 school year, the suspension rate dropped further to 0.6%, approaching zero. On the 2025 California School Dashboard, BPA received the following performance levels on the Suspension Rate Indicator:

- Green performance level for the All Students group.
- Blue performance level for the English Learner student group.
- Blue performance level for the Hispanic student group.
- Green performance level for the Socioeconomically Disadvantaged student group.

The Blue performance levels for English Learners and Hispanic students are particularly notable, since these student groups are often subject to disparate discipline outcomes statewide. BPA's results indicate that the school's discipline practices are equitable as well as effective.

Integrated Framework Driving Results: BPA's success across both Dashboard indicators reflects the integrated implementation of three complementary frameworks applied with fidelity over multiple school years.

- *Multi-Tiered System of Supports (MTSS).* MTSS provides the overall structure through which BPA identifies student needs, delivers tiered supports, and monitors progress. Universal Tier 1 supports are available to all students. Targeted Tier 2 supports address identified needs in small-group settings. Intensive Tier 3 supports provide individualized intervention for students with the most significant needs.
- *Positive Behavioral Interventions and Supports (PBIS).* PBIS provides BPA's evidence-based framework for promoting positive behavior, recognizing student success, and responding constructively to behavioral concerns. BPA's continued participation in the Los Angeles County Office of Education (LACOE) PBIS Community of Practice ensures ongoing professional learning and access to statewide best practices.
- *California Community Schools Framework and the Four Pillars of Community Schools.* BPA is a recipient of the California Community Schools Partnership Program (CCSPP) grant and adheres to the California Community Schools Framework, including the Four Pillars of Community Schools: integrated student supports, family and community engagement, collaborative leadership and practice, and expanded and enriched learning time and opportunities. The CCSPP grant funds BPA's implementation of the framework, including the Community Schools Coordinator position that anchors the school's coordination of academic, social-emotional, mental health, and family engagement supports through partnerships with families and community-based organizations.

These three frameworks work in concert, reinforcing each other and ensuring that BPA's response to chronic absenteeism and behavioral concerns is comprehensive, consistent, and grounded in evidence-based practice. Overall school climate, strong SEL practices, restorative practices, and PBIS have contributed to the significant decline in chronic absenteeism and the near-zero suspension rate at BPA.

BPA's 2025 California School Dashboard results in Chronic Absenteeism and Suspension Rate demonstrate that sustained, integrated implementation of MTSS, PBIS, and the California Community Schools Framework produces meaningful and measurable outcomes for students. The school's progress, from an 18.1% chronic absenteeism rate in 2023-24 to a Blue performance level for All Students in 2025, paired with a near-zero suspension rate and Blue performance levels for English Learner and Hispanic student groups, reflects a school community that has built the structures, capacity, and culture necessary to support every student.

Comprehensive Needs Assessment

Bridges Preparatory Academy (BPA) is a Title I school that develops an annual comprehensive needs assessment to measure program effectiveness, identify achievement gaps, and inform resource allocation. The comprehensive needs assessment encompasses multiple types of data, including local internal data, state and California School Dashboard data, surveys, and feedback from BPA's educational partners.

This data informs the development of the school's Local Control and Accountability Plan (LCAP) on an annual basis and guides the allocation of fiscal resources, human resources, and categorical funding, including federal Title funding (Title I, Title II, Title III, and Title IV), Learning Recovery Emergency Block Grant (LREBG) funds, Expanded Learning Opportunities Program (ELOP) funds, and other available funding sources.

As a community school, BPA is focused on a whole-child approach to addressing the academic, social, emotional, behavioral, and mental health needs of its students. BPA has implemented a Multi-Tiered System of Supports (MTSS) since the school's inception, initially through the Scale-Up MTSS Statewide (SUMS) Grant and continuing through the California Community Schools Partnership Program (CCSPP) grant. MTSS remains a central component of BPA's educational and instructional program, providing the structural framework through which BPA identifies student needs, delivers tiered supports, and monitors student progress across academic, behavioral, and social-emotional domains.

The needs assessment that was completed for the English Language Arts (ELA) and Mathematics Academic Indicators is based on the school's performance on the 2025 California School Dashboard, supplemented by internal assessment data including CAASPP/SBAC results, NWEA MAP Growth assessments, ELPAC results, classroom observations, and student work samples. The needs assessment also includes identified student and program needs, resource inequities, root cause analysis, and an action plan, all of which have been embedded into the 2026-27 LCAP.

ELA Needs Assessment

Overview and 2025 California School Dashboard Performance: Bridges Preparatory Academy (BPA) demonstrated significant improvement in English Language Arts performance on the 2025 California School Dashboard. The All Students group received a Yellow performance level with a Distance from Standard (DFS) of -22.9 points, representing a substantial improvement of 15.4 points from the 2024 Dashboard, when BPA's All Students group had a DFS of -38.3 points.

All numerically significant student groups also demonstrated improvement on the 2025 Dashboard. English Learners moved to a Yellow performance level with a DFS of -42.9 points, an improvement of 18 points from the 2024 Dashboard DFS of -60.9 points (Orange). Socioeconomically Disadvantaged students moved to Yellow with a DFS of -28.6 points, improving by 12.7 points from the 2024 DFS of -41.3 points (Orange). Hispanic students remained Yellow at -21 points DFS, improving by 10.7 points from the 2024 DFS of -31.8 points.

While these gains reflect meaningful progress, persistent achievement gaps remain, particularly for English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs). This needs assessment uses 2025 Dashboard data, 2024 and 2025 CAASPP/SBAC results, NWEA MAP Growth trimester assessments, classroom observations, and educational partner input to identify priority needs and inform the 2026-27 LCAP plan of action.

Identified Gaps: The 2025 Dashboard data shows that while BPA improved in both performance level (Yellow across all numerically significant groups) and Distance from Standard, all student groups remain below grade-level standard in ELA. The most significant gaps are concentrated among the following groups:

- English Learners: -42.9 DFS (Yellow), the largest gap among numerically significant student groups, despite an 18-point year-over-year improvement.
- Socioeconomically Disadvantaged students: -28.6 DFS (Yellow).
- Hispanic students: -21 DFS (Yellow).
- All Students: -22.9 DFS (Yellow).

In addition to the numerically significant groups, internal data indicates that Students with Disabilities are performing approximately 68.7 points below standard, representing the largest and most persistent achievement gap at BPA.

Data Analyzed (Quantitative and Qualitative): To develop this needs assessment, BPA's leadership team analyzed multiple sources of quantitative and qualitative data, including 2024 and 2025 CAASPP/SBAC results disaggregated by student group and grade level; NWEA MAP Growth trimester assessments from the 2024-25 and 2025-26 school years, disaggregated by grade level; and classroom observations conducted by the Leadership Team during instructional walkthroughs.

Educational Partners Engaged: The needs assessment process included input from a comprehensive set of educational partners, including the BPA Leadership Team, classroom teachers (engaged through professional development sessions and staff meetings), parents and guardians (engaged through the English Learner Advisory Committee, the Parent Advisory Committee, and Coffee with Admin sessions), students (engaged through Student Council and the ELA period), the ELA Instructional Coach/Interventionist, and the ELD Coordinator. This multi-stakeholder engagement ensured that ELA needs were identified and prioritized through diverse perspectives reflecting the full BPA community.

Identified Strengths and Demonstrated Growth

Despite persistent gaps, BPA has demonstrated significant strengths and measurable growth in ELA. NWEA MAP Growth data for the 2025-26 school year (Fall to Spring) shows the following gains:

- Overall student growth from the 41st percentile in Fall to the 60th percentile in Spring.

- 6th grade growth from the 33rd percentile in Fall to the 48th percentile in Spring.
- 7th grade growth from the 38th percentile in Fall to the 70th percentile in Spring.
- 8th grade growth from the 57th percentile in Fall to the 62nd percentile in Spring.

Year-over-year Dashboard ELA growth from 2024 to 2025 includes a 15.4-point increase for All Students, a 15.4-point increase for recently reclassified students, an 8.8-point increase for current English Learners, a 5.7-point increase for English Only students, and a 12.7-point increase for Socioeconomically Disadvantaged students. These gains demonstrate that BPA's instructional program is producing measurable progress, and the school is well-positioned to accelerate growth through continued focus on identified needs.

Greatest Needs and Specific Student Groups: The greatest ELA needs at BPA are concentrated among English Learners, Long-Term English Learners, and Students with Disabilities.

English Learners are the highest priority. Despite an 18-point improvement on the 2025 Dashboard, ELs continue to show the lowest Distance from Standard among numerically significant student groups (-42.9 DFS) and have not closed the gap quickly enough. Language acquisition progress is inconsistent across the EL population. This indicates a need for stronger integration of ELD strategies into core instruction and increased structured speaking, reading, and writing practice across content areas.

Students with Disabilities represent the largest and most persistent achievement gap at BPA, performing approximately 68.7 points below standard in ELA. SWDs require more intensive Tier 2 and Tier 3 intervention, stronger scaffolded access to grade-level text, and increased writing support tied directly to comprehension instruction.

Specific reading needs identified through 2024-25 CAASPP and Spring 2026 NWEA data show that gaps in ELA comprehension are creating barriers to accessing grade-level content across all subject areas. These deficits particularly impact ELs, LTELs, and SWDs who are reading significantly below grade level, and they affect students' ability to demonstrate content knowledge across assessments. The cross-content impact is significant: students struggle to access content in mathematics, science, and social studies because language and reading barriers prevent demonstration of conceptual understanding, meaning assessment results may not accurately reflect content knowledge.

Issues Identified: Comparing data from 2024-25 CAASPP and 2025-26 NWEA, BPA has identified the following issues. Some stem from 2024-2025 instruction, for which BPA has created systems to address them, while others are being identified in 2026-27 school year and addressed through real-time implementation.

Across all student groups, students are not yet able to independently access, comprehend, and respond to grade-level text, limiting performance in both reading and writing. Language accessibility and reading stamina with complex texts are root causes of student stagnation or limited growth in ELA. Specific issues include reading comprehension deficits, insufficient reading stamina, and inadequate differentiation in classroom instruction.

Assessment and progress monitoring issues include a gap between classroom performance and growth observed on NWEA compared to state testing results, and inconsistent implementation of progress monitoring tools across classrooms. Resource allocation issues include limited capacity to support students in need of reading intervention, due to a discrepancy between available resources and the number of students requiring support. Engagement issues include limited engagement among struggling readers, especially in tasks requiring independent reading.

These issues provide direction for the root cause analysis and the development of evidence-based interventions for the 2026-27 school year.

Identified Resource Inequities: Based on the needs assessment data and the Resource Equity Diagnostic framework, the following key resource inequities have been identified as affecting BPA's ability to address the significant ELA achievement gaps among English Learners, Long-Term English Learners, and Students with Disabilities.

Instructional materials and curriculum inequities include a lack of differentiated materials for ELs, LTELs, and SWDs reading below grade level, and limited access to high-quality reading intervention materials. Teaching quality and support inequities include limited access to teaching practices that are engaging and culturally relevant, particularly for LTELs and SWDs, and limited collaborative planning time for general education and specialized staff to coordinate instruction and interventions. Instructional time and attention inequities include insufficient additional instructional time allocated to students performing significantly below grade level in reading and writing, and inconsistent scheduling practices that limit the ability to provide extended learning time for struggling readers. These identified resource inequities provide direction for developing a comprehensive plan to improve reading comprehension and overall, ELA achievement for student groups performing significantly below grade level.

Root Cause Analysis: Through analysis of the data and educational partner input, BPA has identified the following root causes contributing to ELA achievement gaps.

Instructional factors: Inconsistent or ineffective instructional delivery limits students' ability to engage with and understand grade-level content. Specific instructional concerns include a lack of clear modeling of reading strategies, limited opportunities for guided practice, and overreliance on skill-based interventions without adequate focus on content knowledge building.

Student-related factors: Many students at BPA arrive with accumulated learning gaps from inconsistent prior education, limited Tier 2 and Tier 3 academic language proficiency, disengagement from learning due to past academic failure, and limited background knowledge that constrains their ability to access grade-level texts.

Language development factors: Many students demonstrate limited development of Tier 2 and Tier 3 academic vocabulary, a disconnect between social language proficiency and academic language proficiency, and limited scaffolding for language learners in content-area instruction.

Addressing these root causes will require a multifaceted, proactive, and multi-year improvement strategy that focuses on both immediate and longer-term changes to support improvement in ELA for all students.

2026-27 Action Plan: For the 2026-27 school year, BPA will implement evidence-based interventions targeting the identified root causes and prioritizing English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

- **Structured Literacy Framework.** BPA will implement a structured literacy framework grounded in the Science of Reading. Components include embedded phonics and morphology instruction, a continued rigorous and data-driven core curriculum, a structured approach focused on rigorous and complex text comprehension, and targeted teacher training on comprehension strategies.

- **Targeted Small-Group Intervention.** BPA will implement daily 30-minute intervention blocks for identified students, with monthly progress monitoring through formative assessments to ensure interventions are responsive to student needs.
- **Language Development.** BPA will train teachers on evidence-based language development strategies and implement consistent vocabulary routines across subject areas, ensuring that academic language instruction is integrated throughout the instructional day rather than confined to designated ELD time.
- **Reading Instructional Coach/Interventionist** (LCAP Goal 1, Action 2). To address literacy challenges identified in this needs assessment, BPA will 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 will include 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 (PLCs) focused on literacy data analysis, and guiding the development of academic language instruction that benefits English Learners.

The intervention responsibilities will include delivering intensive Tier 3 reading interventions for students with significant literacy needs, conducting detailed assessments to identify specific skill gaps, implementing systematic and 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 the highest-need populations.

Math Needs Assessment

Bridges Preparatory Academy (BPA) experienced significant declines in Mathematics performance on the 2025 California School Dashboard. The All Students group performed at -74.6 Distance from Standard (DFS) in 2025, a decline of 20 points from the 2024 Dashboard DFS of -54.6 points.

All numerically significant student groups also experienced substantial declines, with student groups moving from Yellow performance levels in 2024 to Orange performance levels in 2025. English Learners performed at -81.5 DFS in 2025 (Orange), a decline of 9.8 points from the 2024 DFS of -71.7 points (Orange). Socioeconomically Disadvantaged students performed at -80.1 DFS in 2025 (Orange), a decline of 20.8 points from the 2024 DFS of -59.3 points (Yellow). Hispanic students performed at -72.5 DFS in 2025 (Orange), a decline of 18.1 points from the 2024 DFS of -54.3 points (Yellow).

These declines represent a critical priority for BPA and indicate a severe gap in both skill acquisition and retention across all student groups, particularly for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and Socioeconomically Disadvantaged (SED) students. This needs assessment uses 2025 Dashboard data, 2024 and 2025 CAASPP/SBAC results, NWEA MAP Growth trimester assessments, classroom observations, and educational partner input to identify priority needs and inform the 2026-27 LCAP plan of action.

Identified Gaps: The 2025 Dashboard data shows that BPA's mathematics performance worsened across all student groups, with the most significant gaps concentrated among the following groups:

- All Students: -74.6 DFS, declined by 20 points from 2024.
- English Learners: -81.5 DFS (Orange), the largest gap among numerically significant groups, declined by 9.8 points from 2024.
- Socioeconomically Disadvantaged students: -80.1 DFS (Orange), declined by 20.8 points from 2024.
- Hispanic students: -72.5 DFS (Orange), declined by 18.1 points from 2024.

In addition to the numerically significant groups, internal CAASPP analysis indicates that Students with Disabilities declined by 54.8 points in 2024-25, representing the largest and most persistent achievement gap at BPA in mathematics.

Data Analyzed (Quantitative and Qualitative)

To develop this needs assessment, BPA's leadership team analyzed multiple sources of quantitative and qualitative data, including 2024 and 2025 CAASPP/SBAC results disaggregated by student group and grade level; 2024 and 2025 ELPAC results to inform mathematics support for English Learners; NWEA MAP Growth trimester assessments from the 2024-25 and 2025-26 school years, disaggregated by grade level; classroom observations conducted by the Leadership Team during instructional walkthroughs; and student work samples reviewed for evidence of conceptual understanding, procedural fluency, and mathematical reasoning.

Educational Partners Engaged

The needs assessment process included input from a comprehensive set of educational partners, including the BPA Leadership Team, classroom teachers (engaged through professional development sessions and staff meetings), parents and guardians (engaged through the English Learner Advisory Committee, the Parent Advisory Committee, and Coffee with Admin sessions), students (engaged through Student Council and the Math period), the Mathematics Instructional Coach/Interventionist, and the ELD Coordinator. This multi-stakeholder engagement ensured that mathematics needs were identified and prioritized through diverse perspectives reflecting the full BPA community.

Identified Strengths and Demonstrated Growth

While 2025 Dashboard results indicate significant Mathematics declines, BPA has identified meaningful within-year growth on NWEA MAP Mathematics assessments. NWEA MAP Growth data for the 2025-26 school year (Fall to Spring) shows the following gains:

- Overall student growth from the 40th percentile in Fall to the 62nd percentile in Spring.
- 6th grade growth from the 33rd percentile in Fall to the 54th percentile in Spring.
- 7th grade growth from the 40th percentile in Fall to the 67th percentile in Spring.
- 8th grade growth from the 45th percentile in Fall to the 62nd percentile in Spring.

This NWEA growth indicates that students are making within-year progress in mathematics, but the Dashboard declines reveal a critical gap between within-year NWEA growth and end-of-year CAASPP performance. Closing this gap is a central focus of the 2026-27 plan of action.

Greatest Needs and Specific Student Groups

The greatest mathematics needs at BPA are concentrated among English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The 2024-25 CAASPP results showed an overall student decline of 20.1 points, an EL decline of 9.8 points, a Socioeconomically Disadvantaged decline of 20.8 points, and a SWD decline of 54.8 points. These declines indicate a severe gap in both skill acquisition and retention. Greatest needs identified through CAASPP and NWEA Spring 2026 results include the following:

- *Conceptual understanding and procedural fluency.* Students need stronger development of conceptual understanding, recall of procedural mathematics practices and formulas, ability to explain why a solution works, application of mathematics to word problems, and multi-step problem-solving. Increased fluency practice and concepts and skills review is needed.
- *Critical thinking and reasoning.* Students need increased practice explaining their thinking, comparing multiple solutions or viewpoints, and justifying answers with evidence.
- *Consistent feedback and CAASPP-aligned assessment exposure.* Students need consistent exposure to CAASPP-style questions through preassessment, benchmark assessment, and post-test review-driven instruction. Students need structured opportunities to review mistakes, understand why answers were incorrect, and engage in consistent and targeted practice in weak areas.
- *Academic vocabulary.* Students need explicit vocabulary instruction across all subject areas, including mathematics-specific academic vocabulary that supports access to grade-level problem-solving tasks.

Issues Identified: The significant declines in mathematics achievement across all student groups indicate systemic challenges in instructional delivery, assessment practices, resource use, and student engagement. In 2024-25, all student groups moved to Orange, demonstrating low performance and a negative trajectory in comparison to the mixed Orange/Yellow status in 2024.

- *Instructional delivery issues* include instruction that is overly focused on procedures rather than conceptual understanding; insufficient explicit modeling of multi-step problem-solving; insufficient guided practice before independent work; and inadequate delivery of multi-modal instructional strategies, including the use of manipulatives.
- *Assessment and progress monitoring issues* include limited use of formative assessments to adjust instruction in real time; inconsistent tracking of student progress toward standards mastery; and lack of targeted response when students show early signs of struggle.
- *Resource allocation and support issues* include limited integration of support within Tier 1 core instruction and underutilization of small-group instruction and scaffolds within the classroom.
- *Engagement issues* include inconsistent engagement in rigorous, meaningful mathematics tasks; limited opportunities for mathematical discourse and collaboration; tasks that do not require deep thinking or real-world application; low levels of student ownership and persistence; student disengagement from complex tasks, especially multi-step problems; reduced stamina and perseverance in problem-solving; and inconsistent student practice and reinforcement at home.

These issues provide direction for the root cause analysis and the development of evidence-based interventions for the 2026-27 school year.

Identified Resource Inequities: Based on the needs assessment data and the Resource Equity Diagnostic framework, the following key resource inequities have been identified as affecting BPA's ability to address the significant mathematics achievement gaps among English Learners, Long-Term English Learners, and Students with Disabilities.

- *Instructional materials and curriculum inequities* include a lack of differentiated mathematics materials and tasks that support ELs, LTELs, and SWDs in accessing grade-level standards; limited access to high-quality intervention resources focused on both foundational skills and

conceptual understanding; and overreliance on procedural practice without sufficient materials that support problem-solving, reasoning, and application.

- *Teaching quality and support inequities* include limited access to instructional practices that promote mathematical discourse, engagement, and culturally relevant problem-solving, particularly for LTELs and SWDs; limited collaborative planning time for general education teachers, interventionists, and special education staff to align instruction, supports, and interventions; and inconsistent implementation of strategies that support scaffolding and differentiation within Tier 1 instruction.
- *Instructional time and attention inequities* include insufficient additional instructional time allocated to students performing significantly below grade level in mathematics, particularly in number sense and problem-solving; inconsistent scheduling practices that limit the ability to provide targeted intervention, small-group instruction, and extended learning time; and limited opportunities for students to engage in sustained, rigorous mathematics practice and application tasks.

These identified resource inequities provide direction for developing a comprehensive plan to improve mathematical understanding, problem-solving, and overall mathematics achievement for ELs, LTELs, and SWDs performing significantly below grade level.

Root Cause Analysis

Through analysis of the data and educational partner input, BPA has identified the following root causes contributing to mathematics achievement gaps.

- *Instructional factors.* Inconsistent or ineffective instructional delivery limits students' ability to engage with and understand grade-level mathematical concepts. Specific instructional concerns include a lack of clear modeling of problem-solving strategies and mathematical reasoning, limited opportunities for guided practice with feedback before independent work, and overreliance on skill-based practice (procedures) without adequate focus on conceptual understanding and application.
- *Student-related factors.* Many students at BPA arrive with accumulated learning gaps in foundational mathematics skills due to inconsistent prior instruction, limited Tier 2 and Tier 3 support in mathematical reasoning and problem-solving, disengagement from mathematics due to past academic struggle or failure, and a lack of background knowledge (number sense, mathematical concepts) that limits students' ability to access grade-level tasks.

Addressing these root causes will require a multifaceted, proactive, and multi-year improvement strategy that focuses on both immediate and longer-term changes to support improvement in mathematics for all students, with particular emphasis on the highest-need student groups.

2026-27 Action Plan: For the 2026-27 school year, BPA will implement evidence-based interventions targeting the identified root causes and prioritizing English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

- *Tier 1 Core Instruction (All Students).* BPA will implement explicit instruction that leads to gradual release of responsibility (I Do, We Do, You Do) for both conceptual understanding and procedural fluency. Daily spiral review will be integrated to improve retention of mathematics concepts and formulas. CAASPP-style questions will be embedded regularly to build student familiarity with state assessment formats and reduce test-related performance gaps. Frequent formative assessments (exit tickets and quick checks) will guide instruction in real time. Real-world, multi-step word problems will be incorporated weekly. Mathematics discourse routines will be established to develop reasoning and explanation skills, and teachers will teach multiple solution strategies and require students to compare approaches.

- *Targeted Intervention for Students with Disabilities.* BPA will provide small-group, scaffolded instruction that includes chunking of multi-step problems, increased guided practice with immediate corrective feedback, and the use of visual supports, graphic organizers, and manipulatives. Intervention blocks will be implemented with progress monitoring every two to three weeks to ensure responsive adjustments.
- *Support for English Learners.* BPA will provide explicit academic vocabulary instruction across mathematics and content areas. Sentence frames and structured discourse strategies will support students in explaining their reasoning. Language scaffolds will be provided for word problems, including highlighting key information and rephrasing tasks. Opportunities for peer discussion and collaborative problem-solving will be increased to support both language development and mathematical understanding.
- *Mathematics Instructional Coach/Interventionist (LCAP Goal 1, Action 2).* For 2026-27, 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 instructional 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 (PLCs).

In the direct intervention role, this position will provide Tier 2 and Tier 3 support to students with significant mathematical needs, using diagnostic assessments to identify skill gaps and create targeted intervention plans. The coach will deliver small-group and individual instruction to build mathematical understanding and fluency, collaborate with special education and general education teachers to ensure instructional alignment, and monitor student progress to adjust interventions based on ongoing assessment data.

Through this comprehensive approach combining strategic Tier 1 instructional shifts, targeted intervention for SWDs, language-rich support for ELs, and specialized instructional coaching, BPA will address identified learning gaps and accelerate mathematics achievement for all students, with particular focus on the highest-need populations.

Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation

Bridges Preparatory Academy (BPA) will expend its entire 2026-27 LREBG allocation of \$160,696.00.

Needs Assessment

BPA's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, social-emotional needs, and instructional capacity as the school's most significant learning recovery priorities. On the 2025

California School Dashboard, BPA improved its ELA performance to a Yellow performance level for All Students (-22.9 Distance from Standard), an 18-point improvement for English Learners and a 12.7-point improvement for Socioeconomically Disadvantaged students. However, Mathematics performance declined significantly, with All Students at -74.6 DFS (declined 20 points from 2024), and all numerically significant student groups (English Learners at -81.5 DFS, Socioeconomically Disadvantaged students at -80.1 DFS, and Hispanic students at -72.5 DFS) moving from Yellow performance levels in 2024 to Orange in 2025. Internal CAASPP analysis indicates that Students with Disabilities (SWDs) declined by 54.8 points in Mathematics and are performing approximately 68.7 points below standard in ELA, representing BPA's largest persistent achievement gap.

While BPA achieved strong outcomes on the 2025 Dashboard Chronic Absenteeism (Blue for All Students) and Suspension Rate (Green for All Students) Indicators, sustaining these outcomes requires continued investment in social-emotional, behavioral, and mental health supports. NWEA MAP Growth data from 2025-26 demonstrated strong within-year academic growth across all grade levels in both ELA and Mathematics, but the gap between within-year NWEA growth and end-of-year CAASPP performance indicates a critical need for sustained, evidence-based intervention. The needs assessment identified instructional capacity gaps, limited Tier 2 and Tier 3 intervention capacity, insufficient diagnostic and progress monitoring data integration, and the need for accelerated learning recovery through extended learning opportunities as primary learning recovery priorities for the 2026-27 school year.

Expenditure 1: NWEA MAP Growth Assessments

Position (LCAP Goal and Action): NWEA MAP Growth Assessments (Goal 1, Action 1: Measuring Student Progress and Assessments)

Amount of LREBG Funds: \$3,763.00

Rationale: NWEA MAP Growth assessments serve as BPA's standards-aligned, computer-adaptive universal screening and progress monitoring system, administered three times annually (Fall, Winter, and Spring) for all students in grades 6-8. NWEA MAP Reading and Mathematics provide BPA with diagnostic data on each student's instructional level, growth trajectory, and skill-specific learning gaps. NWEA MAP Science provides parallel data for 8th grade students, supporting science instructional decision-making and CAST preparation. The data generated by NWEA MAP assessments directly drives the school's Multi-Tiered System of Supports (MTSS) framework, including intervention group formation, Tier 2 and Tier 3 placement decisions, instructional adjustment for English Learners and Students with Disabilities, and progress monitoring of learning recovery interventions. Without timely, valid diagnostic data, BPA cannot accurately identify which students require learning recovery support or measure the effectiveness of interventions. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing additional academic services, including diagnostic and formative assessments, to identify learning gaps and accelerate progress for students whose learning was most disrupted by the pandemic.

Evidence Tier: Tier 2 (Moderate Evidence). NWEA MAP Growth has been validated through multiple peer-reviewed studies meeting ESSA Tier 2 evidence standards, demonstrating strong reliability and validity as a measure of student academic growth, instructional level identification, and progress monitoring. Research consistently demonstrates that schools using NWEA MAP data to drive instructional decisions, group students for intervention, and monitor progress produce measurable gains in student achievement, particularly when paired with structured data analysis protocols. The State Board of Education has approved NWEA MAP as a verified data source for measuring student achievement.

Metric(s): NWEA MAP Reading, Mathematics, and Science assessment data administered three times annually and disaggregated by student group (English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, foster youth where

applicable, and Hispanic students.

Expenditure 2: After-School Tutoring Services and Expanded Learning Opportunities Program (ELOP) Supplement

Position (LCAP Goal and Action): After-School Tutoring Services and Expanded Learning Opportunities Program Supplement (Goal 1, Action 2: Addressing Academic Needs to Accelerate Learning)

Amount of LREBG Funds: \$59,064.88

Rationale: After-school tutoring services and supplemental ELOP programming provide extended learning opportunities for students requiring Tier 2 and Tier 3 academic intervention in ELA and Mathematics, with priority placement for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. These services support BPA's ELOP delivery pursuant to Education Code Section 46120 and ensure that students whose learning was most disrupted by the pandemic receive sustained academic intervention beyond the regular school day. After-school tutoring sessions are aligned to NWEA MAP diagnostic data, with intervention groups formed based on assessment results and tutoring content focused on the specific skill gaps identified through MTSS analysis. The supplemental ELOP funding extends BPA's existing afterschool, intersession, and summer programming, providing additional academic and enrichment opportunities that disproportionately benefit unduplicated students. Educational partner feedback, including from teachers (September 2 and 9, 2025; April 14, 2026) and the Student Advisory Committee (recommending Math Club and Book Club as extended learning opportunities), directly informed this expenditure. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing additional academic services and tutoring, supporting summer school and intersessional instructional programs, and supporting expanded learning opportunity program services pursuant to Section 46120.

Evidence Tier: Tier 2 (Moderate Evidence). Extended learning time through after-school programs, intersession programming, and summer learning programs, when delivered by credentialed educators using structured curricula aligned to school-day instruction, produces measurable academic gains and mitigates summer learning loss, particularly for students from low-income households, English Learners, and students performing below grade level. Studies meeting ESSA Tier 2 evidence standards demonstrate that high-dosage tutoring programs, defined as tutoring delivered at least three times per week for a sustained period using structured curricula, are among the most effective interventions for accelerating learning recovery following instructional disruption.

Metric(s): After-school tutoring and ELOP enrollment, attendance, and participation; California School Dashboard performance levels for ELA and Mathematics Academic Indicators for unduplicated student groups; reclassification rates for English Learners; chronic absenteeism rates disaggregated by student group.

Expenditure 3: Mathematics Instructional Coach/Interventionist

Position (LCAP Goal and Action): Mathematics Instructional Coach/Interventionist (Goal 2, Action 2: Professional Learning)

Amount of LREBG Funds: \$18,323.75

Rationale: The Mathematics Instructional Coach/Interventionist provides professional development and direct intervention support to address the significant Mathematics achievement gaps identified through the comprehensive needs assessment. The 2025 California School Dashboard documented a 20-point decline in All Students Mathematics Distance from Standard (from -54.6 to -74.6), with all numerically significant

student groups moving from Yellow performance levels in 2024 to Orange in 2025. Students with Disabilities declined by 54.8 points on CAASPP Mathematics, representing the largest mathematics gap at BPA. The Mathematics Coach addresses this critical learning recovery priority through a dual professional development and direct intervention model.

In the professional development capacity, the Coach leads evidence-based mathematical practices training, supports implementation of concrete-representational-abstract instructional sequences, facilitates mathematical discourse and conceptual understanding development, conducts classroom observations with model lessons and individualized coaching, guides differentiation and scaffolding techniques with emphasis on language-rich mathematics instruction for English Learners and Long-Term English Learners, and facilitates data-driven Professional Learning Communities (PLCs). In the direct intervention capacity, the Coach provides Tier 2 and Tier 3 mathematics support to students with significant mathematical needs, using diagnostic assessments (including NWEA MAP Mathematics) to identify skill gaps and create targeted intervention plans. Educational partner feedback, including teacher requests for CAASPP-style question integration and supplemental curriculum support (February 3 and April 14, 2026), directly informed this expenditure. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils, and for providing additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement. The research is particularly strong for content-specific coaching (Mathematics) that is ongoing and responsive to individual teacher needs, and for coaching combined with direct Tier 2 and Tier 3 intervention.

Metric(s): CAASPP Mathematics Distance from Standard disaggregated by English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students; California School Dashboard performance level for the Mathematics Academic Indicator; classroom walkthrough and observation data documenting implementation of evidence-based mathematical practices; professional development attendance and PLC participation data.

Expenditure 4: Reading Instructional Coach/Interventionist

Position (LCAP Goal and Action): Reading Instructional Coach/Interventionist (Goal 2, Action 2: Professional Learning)

Amount of LREBG Funds: \$79,544.37

Rationale: The Reading Instructional Coach/Interventionist provides professional development and direct intervention support grounded in the Science of Reading to address persistent ELA achievement gaps identified through the comprehensive needs assessment. While BPA improved its 2025 Dashboard ELA performance to Yellow for All Students (-22.9 DFS), English Learners continue to show the largest gap at -42.9 DFS, and internal data indicates that Students with Disabilities are performing approximately 68.7 points below grade-level standard in ELA. The needs assessment identified reading comprehension deficits, insufficient reading stamina, and inadequate differentiation as critical instructional concerns, and identified the need for structured literacy implementation grounded in the Science of Reading to address these gaps.

In the professional development capacity, the Reading Coach leads comprehensive Science of Reading training, supports implementation of research-based literacy strategies across all content areas, conducts weekly observations with model lessons and individualized coaching, facilitates PLCs focused on literacy data analysis, develops text-dependent questioning techniques, and guides the development of academic language instruction that benefits English Learners and Long-Term English Learners. In the direct intervention capacity, the Reading Coach

delivers intensive Tier 3 reading interventions for students with significant literacy needs, conducts detailed assessments (including NWEA MAP Reading) to identify specific skill gaps, implements systematic and explicit instruction in foundational reading skills, collaborates with special education and general education teachers to ensure alignment with IEPs for dually identified students, and tracks student progress with appropriate intervention adjustments. Educational partner feedback, including teacher requests for structured literacy training and supplemental curriculum support, and the comprehensive ELA needs assessment, directly informed this expenditure. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils, and for providing additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement. Science of Reading-aligned literacy instruction, including systematic phonics, morphology, vocabulary, and comprehension instruction, is supported by decades of converging research meeting ESSA Tier 1 evidence standards as the most effective approach to literacy instruction, particularly for students performing below grade level and for English Learners requiring explicit foundational reading skill development.

Metric(s): CAASPP ELA Distance from Standard disaggregated by English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students as reported on the California School Dashboard performance level for the ELA Academic Indicator; English Learner Progress Indicator (ELPI) performance level and progress rates for English Learners and Long-Term English Learners;

LCAP Alignment

All four expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. NWEA MAP Growth Assessments are included under Goal 1, Action 1. After-School Tutoring Services and the Expanded Learning Opportunities Program Supplement are included under Goal 1, Action 2. The Mathematics Instructional Coach/Interventionist and Reading Instructional Coach/Interventionist are included under Goal 2, Action 2. The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, federal Title funds, ELOP funds, CCSPP grant funds, and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through BPA's comprehensive LCAP engagement process during the 2025-26 school year. Throughout the LCAP development cycle, educational partners across multiple groups discussed the use of LREBG funds in connection with the comprehensive needs assessment.

Administrators (engaged through structured meetings on August 1, 2025; October 20, 2025; December 9, 2025, with the LACOE authorizer; and April 14, 2026) emphasized the need for instructional improvements, MTSS-aligned intervention, and assessment-driven decision-making. Teachers (engaged on September 2 and 9, 2025; November 4, 2025; February 3, 2026; and April 14, 2026) prioritized continuation of instructional coaching, NWEA-aligned intervention grouping, supplemental curriculum support, and CAASPP preparation resources. Classified Staff including the Afterschool Program team (engaged on September 10, 2025; November 4, 2025; February 10, 2026; and April 14, 2026) emphasized the value of aligned afterschool tutoring tied to NWEA results and classroom instruction.

The Student Advisory Committee (engaged on September 9, 2025; November 4, 2025; February 3, 2026; and April 21, 2026) recommended extended learning opportunities including Math Club and Book Club, and CAASPP preparation strategies including teacher-shared prior-year scores for student goal-setting. Parents and the Parent Advisory Committee (engaged through seven meetings across the 2025-26 school year culminating in the June 3, 2026, LCAP presentation) expressed strong support for academic intervention programs, instructional coaching, and continued investment in BPA's coordinated support model. The combined English Learner Advisory Committee and District English Learner Advisory Committee (engaged on September 3 and 27, 2025; January 21, 2026; March 11, 2026; and June 3, 2026) emphasized continued investment in EL programming and reclassification support. The Los Angeles County Office of Education (LACOE) Special Education Local Plan Area (SELPA) provided consultation on Goal 1, Action 5 in May 2026, with approval on May 28, 2026.

The needs assessment and LREBG expenditure plan were reviewed through these advisory processes, and educational partner input directly shaped each expenditure decision documented above.

Reflections: Technical Assistance

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

Bridges Preparatory Academy is not eligible for Technical Assistance/Differentiated Assistance.

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 Comprehensive Support & Improvement.

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	Throughout the 2025-26 school year, Bridges Preparatory Academy (BPA) engaged its School Administrators in a series of structured meetings focused on operational alignment, instructional improvement, behavioral and social-emotional support, family engagement, facility management, and the use of categorical funding to address the priorities identified in the school's comprehensive needs assessment. At each of these meetings, the administrative team also discussed the use of Learning Recovery Emergency Block Grant (LREBG) funds and Title funding (Title I, Title II, Title III, and Title IV) in relation to the school's comprehensive needs assessment, ensuring that funding decisions remained aligned with identified academic, social-emotional, behavioral, and engagement priorities.
	<u>August 1, 2025: Department Structure and Coordination</u> The School Administrator meeting on August 1, 2025, established a newly created departmental structure consisting of seven school departments: (1) Student Services Department, (2) Classified Staff and Afterschool Department, (3) Special Education Department, (4) Community Relations and Parent Outreach Department, (5) Custodial Staff Department, (6) Athletic and Sports Department, and (7) MTSS, SEL, and Attendance Department. The Administration team generally viewed the creation of structured department meetings positively, noting improved coordination, communication, and alignment across key areas including Student Services, Special Education, MTSS/SEL and Attendance, Athletics, and Community Outreach. An Administration team member requested clarity on meeting frequency, department roles, and how outcomes will be communicated to staff and families. Others asked how parent and community input would be consistently included in decision-making. Suggested solutions included establishing a regular meeting schedule with shared agendas and minutes, clearly defining department responsibilities, and creating a system to report key updates and action steps to educational partners. Some Administration team members also recommended strengthening feedback loops through the Community Relations and Parent Outreach Department to ensure ongoing family engagement.
	The administrative team also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, ensuring that the new departmental structure would coordinate categorical funding decisions consistently across instructional, behavioral, family engagement, and operational priorities.

Educational Partner(s)	Process for Engagement
	<u>October 20, 2025: Instructional and Operational Updates</u> The School Administrator meeting on October 20, 2025, with the Executive Director addressed six key topics: (1) classroom observations, (2) schoolwide events and field trips, (3) behavior updates and the three-tier PBIS behavior system, (4) department updates, (5) facility updates, and (6) curriculum and teaching methodologies. The Administration team generally viewed the meetings with the Executive Director positively, particularly the focus on classroom observations, PBIS behavior updates, curriculum, and facility needs. The team noted a need for clearer communication on outcomes from these meetings, particularly how decisions translate into classroom practice and schoolwide improvements. A suggested solution was to provide brief, consistent summaries or "key takeaways" after each meeting to staff and families. The administrative team also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support instructional improvements identified through classroom observations, PBIS implementation, and curriculum alignment work. <u>December 9, 2025: Authorizer Site Visit</u> The Site Visit meeting on December 9, 2025, with the Los Angeles County Office of Education (LACOE), BPA's authorizer, addressed eight topics: (1) visitor procedures, (2) board agenda and minutes, (3) review of Measurable Pupil Outcomes (MPOs) and the School Action Plan, (4) teacher professional development focus, (5) campus facilities, (6) classroom instruction, (7) classroom observations, and (8) next steps and follow-up. The meeting discussion identified the need for more consistency and clarity in visitor procedures to ensure all staff are trained and that signage and entry protocols are clearly communicated to maintain campus safety. The administrative team also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular emphasis on how categorical funding supports the priorities identified in the School Action Plan, professional development focus areas, and classroom instructional improvements aligned to MPOs. <u>April 14, 2026: Mid-Year Progress and Instructional Alignment</u> The April 14, 2026, meeting with the School Services Department (SSD) addressed six topics: (1) review of the Spring NWEA scores to drive instruction, (2) the importance of informative and formative assessments, (3) the importance of teachers incorporating student feedback into classroom lessons, (4) preparation for upcoming state testing, (5) the importance of SEL lessons that help develop the student as a person, and (6) progress of the small-group pull-out sessions. The Administration team discussed the need for stronger student progress monitoring and tighter alignment between pull-out intervention instruction and classroom instruction. A recommended solution was to implement a more formal progress-tracking system (such as weekly skill checks or progress monitoring logs) and to increase collaboration between pull-out instructors and classroom teachers to ensure instruction is aligned and reinforced across settings.

Educational Partner(s)	Process for Engagement
	The administrative team also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support targeted small-group intervention, progress monitoring tools, and instructional alignment work identified through Spring NWEA data analysis.
Teachers	Throughout the 2025-26 school year, Bridges Preparatory Academy (BPA) engaged its teachers in a series of structured professional learning meetings focused on assessment-driven instruction, intervention planning, cross-disciplinary curriculum design, instructional observation feedback, and student achievement analysis. At each of these meetings, teachers also discussed the use of Learning Recovery Emergency Block Grant (LREBG) funds and Title funding (Title I, Title II, Title III, and Title IV) in relation to the school's comprehensive needs assessment, ensuring that teacher voice informed how categorical funding decisions aligned with identified instructional and student support priorities. <u>September 2 and September 9, 2025: Fall NWEA Analysis and Instructional Planning</u> The teacher meetings on September 2 and September 9, 2025, focused on the Fall NWEA assessment results, the completion of Individual Student Learning Plans (ISLPs), and the incorporation of Project-Based Learning (PBL), Universal Design for Learning (UDL), and Common Design for Learning (CDL) strategies within classroom lessons. Teachers indicated that they would use NWEA results and other assessments to create targeted intervention groups for both ELA and mathematics, ensuring that small-group instruction is responsive to student-specific learning needs identified through assessment data. Teachers also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support assessment tools, intervention materials, and ISLP implementation aligned to the academic priorities identified in the needs assessment. <u>November 4, 2025: Cross-Disciplinary Curriculum Integration</u> The teacher meeting on November 4, 2025, focused on incorporating the Arts, History, and Writing into all subject areas to enhance student learning. Teachers also discussed targeted areas for the upcoming NWEA assessment and shared strategies used to address the specific instructional areas in which students continue to need support. Teachers recommended implementing a cross-disciplinary curriculum that integrates multiple subjects into lessons. Teachers noted that cross-disciplinary integration would improve student engagement and achievement by connecting academic concepts to real-world situations. Teachers also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support cross-disciplinary instructional resources, professional learning on integrated curriculum design, and student engagement strategies aligned to the

Educational Partner(s)	Process for Engagement
	needs assessment priorities. <u>February 3, 2026: Winter NWEA Results and Intervention Restructuring</u> The teacher meeting on February 3, 2026, addressed Winter NWEA test results, planning for the first-semester Awards Assembly, and preparations for the upcoming Black History Month celebration, including the project topics to be completed schoolwide by each class. Teachers recommended reviewing Winter NWEA scores and restructuring mathematics, and ELA intervention groups based on student progress. Teachers also recommended incorporating supplemental curriculum resources, including Measuring Up and Big Ideas, to provide additional instructional support aligned to identified student needs. Teachers also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support supplemental curriculum acquisition, intervention restructuring, and the materials needed to deliver responsive instruction during the second semester. <u>April 14, 2026: Spring NWEA Results and Instructional Alignment</u> The teacher meeting on April 14, 2026, addressed five topics: (1) review of the Spring NWEA scores to drive instruction, (2) the importance of informative and formative assessments, (3) incorporating student feedback into classroom lessons, (4) lesson observation feedback meetings with the School Administrator, and (5) grade-level horizontal planning. Teachers indicated they would like to analyze the Spring NWEA scores and focus instructional planning on preparing students for the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessment. Teachers also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support CAASPP preparation resources, formative assessment tools, instructional coaching aligned to observation feedback, and grade-level collaborative planning structures.
Classified Staff	Throughout the 2025-26 school year, Bridges Preparatory Academy (BPA) engaged its Classified Staff and other personnel, particularly the Afterschool Program team, in a series of structured meetings focused on aligning afterschool tutoring and enrichment programming with classroom instructional priorities, supporting students in targeted academic areas, and integrating physical fitness and enrichment activities into the afterschool program. At each of these meetings, Classified Staff also discussed the use of Learning Recovery Emergency Block Grant (LREBG) funds and Title funding (Title I, Title II, Title III, and Title IV) in relation to the school's comprehensive needs assessment, ensuring that classified staff voice informed how categorical funding decisions aligned with student support priorities outside the regular school day.

Educational Partner(s)	Process for Engagement
	<u>September 10, 2025: Fall NWEA Analysis and Afterschool Support Planning</u> The Classified Staff meeting on September 10, 2025, focused on Fall NWEA assessment results and the afterschool activities that could be used to support students in their targeted academic areas. The team reviewed the current enrichment programs offered through the Afterschool Program. Staff asked whether students should be intentionally assigned to groups for targeted support. Administration informed staff that student groups would be pre-assigned based on assessment data, ensuring that afterschool intervention and enrichment groupings are responsive to identified academic needs. Classified Staff also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support afterschool intervention staffing, tutoring resources, and enrichment programming aligned to the academic priorities identified in the needs assessment. <u>November 4, 2025: NWEA Preparation and Tutorial Programming</u> The Classified Staff meeting on November 4, 2025, focused on the upcoming NWEA assessment and the targeted academic areas that students needed to focus on during the tutorial sessions of the Afterschool Program. Staff asked whether student groups would remain the same or be reorganized based on assessment data. Administration informed staff that groups would be reconfigured according to assessment results to ensure that tutorial sessions remain responsive to student-specific learning needs. Classified Staff also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support tutorial program staffing, instructional materials for afterschool intervention, and assessment-aligned grouping practices identified through the needs assessment. <u>February 10, 2026: Winter NWEA Results and Enrichment Programming</u> The Classified Staff meeting on February 10, 2026, addressed the Winter NWEA test results and planning for both tutoring and enrichment programs. The team also discussed incorporating physical fitness into the afterschool program schedule. Staff inquired about the types of physical fitness activities that would be included in the afterschool program. Administration informed staff that a schedule outlining the specific physical fitness activities would be provided to ensure consistent implementation and student access. Classified Staff also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support enrichment programming, physical fitness activities, and instructional resources for second-semester tutorial sessions aligned to Winter NWEA results. <u>April 14, 2026: Spring NWEA Results and Classroom-Afterschool Alignment</u>

Educational Partner(s)	Process for Engagement
	The Classified Staff meeting on April 14, 2026, addressed three topics: (1) review of the Spring NWEA scores, (2) meeting with teachers to review the concepts covered in the classroom in order to support students in the afterschool program, and (3) feedback on the enrichment programs, including Cooking and Art. Staff discussed how Spring NWEA results and classroom learning objectives could be used to better support students in the afterschool program. The team agreed that collaboration with teachers and reinforcement of classroom concepts during afterschool activities would help address student needs and strengthen academic achievement, while continued enrichment programs would support student engagement. Classified Staff also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support classroom-afterschool instructional alignment, enrichment programming (including Cooking and Art), and the collaborative planning structures needed to ensure that afterschool support reinforces classroom learning.
Students including Unduplicated Pupils and Students with Disabilities (SWD)	Throughout the 2025-26 school year, Bridges Preparatory Academy (BPA) engaged its students in the development of the 2026-27 LCAP through structured opportunities to provide voice and feedback on school climate, social-emotional well-being, and student connectedness. Students also discussed the use of Learning Recovery Emergency Block Grant (LREBG) funds and Title funding (Title I, Title II, Title III, and Title IV) in relation to the school's comprehensive needs assessment, ensuring that student voice informed how categorical funding decisions aligned with the academic, social-emotional, and engagement priorities most directly affecting students. <u>March 3, 2026: California Healthy Kids Survey Administration</u> On March 3, 2026, BPA administered the California Healthy Kids Survey (CHKS) to students. CHKS is used to measure students' social and emotional health, school connectedness, and overall well-being, and provides BPA with student voice data that informs both the LCAP and the school's continuous improvement work. Students inquired whether the survey was confidential. Students were reassured that the survey was confidential and were informed that they could leave any response blank if they did not want to answer a particular question. This confidentiality assurance encouraged authentic student responses and ensured that the survey produced data reflective of genuine student perspectives. Students also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support student-prioritized areas including social-emotional learning, school climate initiatives, student engagement opportunities, and the conditions necessary for students to experience a safe, welcoming, inclusive, and positive learning environment.
Student Advisory Committee	In addition to the schoolwide California Healthy Kids Survey administration, Bridges Preparatory Academy (BPA) engaged students directly through the Student Advisory Committee, which met throughout the 2025-26 school year to provide student voice in school programming, assessment goal-setting, schoolwide celebrations, and student-led initiatives. At each Student Advisory Committee meeting, students also discussed the use of Learning Recovery

Educational Partner(s)	Process for Engagement
	Emergency Block Grant (LREBG) funds and Title funding (Title I, Title II, Title III, and Title IV) in relation to the school's comprehensive needs assessment, ensuring that student voice informed how categorical funding decisions aligned with the academic, social-emotional, and engagement priorities most directly affecting students. <u>September 9, 2025: Fall NWEA Goal-Setting, Student Elections, and Hispanic Heritage Month</u> The Student Advisory Committee meeting on September 9, 2025, focused on Fall NWEA assessment results, the upcoming Student Elections, and the planning of the Hispanic Heritage Month celebration, including the projects students would complete to honor this event. Students suggested that BPA establish a Math Club and a Book Club as a way to provide additional academic support outside the regular school day. Students noted that these clubs would extend learning opportunities and reinforce the academic priorities identified through NWEA data. Students also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support extended learning opportunities (including the proposed Math Club and Book Club), cultural celebration programming, and student-led initiatives aligned to the academic and engagement priorities identified in the needs assessment. <u>November 4, 2025: Schoolwide NWEA Goal-Setting and Community Engagement Events</u> The Student Advisory Committee meeting on November 4, 2025, focused on the upcoming NWEA assessment and the schoolwide academic goal BPA aimed to achieve. The committee also discussed the upcoming Thanksgiving celebration dinner for the entire student body and the Food Basket Giveaway for families in need, conducted in partnership with the Parent-Teacher Organization (PTO). Students inquired about the criteria for the Food Basket Giveaway and were informed that they would be responsible for developing the selection criteria. This responsibility provided students with an authentic opportunity to lead a community-facing service initiative. Students also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support student-led service initiatives, family engagement events, and the schoolwide academic goal-setting work aligned to the priorities identified in the needs assessment. <u>February 3, 2026: Winter NWEA Results, Awards Assembly, and Black History Month</u> The Student Advisory Committee meeting on February 3, 2026, addressed the Winter NWEA test results, planning for the first-semester Awards Assembly, and the upcoming Black History Month celebration. The committee discussed the project topics that would be completed schoolwide by each class.

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	Students suggested that each grade level focus on a distinct area of Black history, ensuring that the schoolwide celebration covered a comprehensive range of topics and avoided duplication across classrooms. Students also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support student recognition programming, culturally responsive instructional resources, and project-based learning opportunities aligned to the priorities identified in the needs assessment. <u>April 21, 2026: Spring NWEA Results and CAASPP Preparation</u> The Student Advisory Committee meeting on April 21, 2026, addressed the Spring NWEA results and planned ways to begin preparing students for the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessment. The committee also discussed the third-quarter Awards Assembly and the awards for the Sports Teams. Students suggested holding a Pep Rally to build enthusiasm and motivation for the CAASPP. Students also recommended that teachers share students' previous-year CAASPP scores so that students could set personalized goals for the upcoming assessment, reflecting a strong student-driven commitment to growth mindset and goal ownership. Students also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support CAASPP preparation activities, student goal-setting structures, awards programming, and the motivation-building initiatives identified through student voice.
Parents including families of Unduplicated Pupils and Students with Disabilities (SWD)	Throughout the 2025-26 school year, Bridges Preparatory Academy (BPA) engaged parents and guardians, including families of Unduplicated Pupils (UPs) and Students with Disabilities (SWDs), in the development of the 2026-27 LCAP through structured opportunities to provide voice and feedback on school climate, student well-being, academics, and family-school partnership. Parents also discussed the use of Learning Recovery Emergency Block Grant (LREBG) funds and Title funding (Title I, Title II, Title III, and Title IV) in relation to the school's comprehensive needs assessment, ensuring that family voice informed how categorical funding decisions aligned with the academic, social-emotional, and engagement priorities most directly affecting BPA students and families. <u>March 16, 2026: Annual Climate Survey Administration</u> On March 16, 2026, BPA opened the annual climate survey for parent completion. The climate survey provides BPA and the California Department of Education with data on school efficiency, school connectedness, safety, and academic experience, and serves as a key family voice instrument informing both the LCAP and ongoing school improvement. To maximize parent participation and ensure equitable access, BPA made survey completion tables available on campus throughout Parent-Teacher Conferences, providing parents with the time and space to complete the survey in

Educational Partner(s)	Process for Engagement
	person. BPA also made the survey accessible through a mobile-friendly online link, allowing parents to complete the survey on their cell phones at their convenience. Parents expressed appreciation for the multiple opportunities provided to complete the annual climate survey, including access during Parent-Teacher Conferences and through the mobile-friendly online link. Parents valued the opportunity to provide feedback on school climate, safety, connectedness, and academics, and encouraged continued efforts to gather and share family input across the school community. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support family engagement opportunities, parent education programming, language access services for bilingual families, instructional and intervention resources for Unduplicated Pupils and Students with Disabilities, and the conditions necessary for BPA to deliver a safe, welcoming, inclusive, and positive learning environment for every student.
Parent Advisory Committee	Throughout the 2025-26 school year, Bridges Preparatory Academy (BPA) engaged its Parent Advisory Committee (PAC) in the development of the 2026-27 LCAP through structured meetings focused on student academic performance, school programs and services, family engagement, attendance and behavior, school climate, and the 2026-27 LCAP itself. PAC meetings included parents and guardians, including families of Unduplicated Pupils (UPs) and Students with Disabilities (SWDs), to ensure that family voice from across the BPA community informed LCAP development. At each PAC meeting, parents also discussed the use of Learning Recovery Emergency Block Grant (LREBG) funds and Title funding (Title I, Title II, Title III, and Title IV) in relation to the school's comprehensive needs assessment, ensuring that family voice informed how categorical funding decisions aligned with the priorities most directly affecting BPA students and families. <u>August 27, 2025: PBIS, Core Values, and 2024-25 Academic Outcomes</u> The PAC meeting on August 27, 2025, introduced parents to Positive Behavioral Interventions and Supports (PBIS) and the Committee members. The core values of P.A.W.S. were introduced and reviewed, and the meeting explained how BPA plans to improve student academic and behavior outcomes through the integrated use of data, systems, and practices. The meeting included a review of the NWEA scores from the 2024-25 school year and an introduction of the academic goals for the 2025-26 school year. Parents asked how long students would have to complete the CAASPP assessments. Parents were informed that BPA's testing schedule would span three weeks, with students in grades 6 and 7 completing Mathematics and ELA assessments over two weeks, and students in grade 8 completing Mathematics, ELA, and Science assessments over three weeks. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support PBIS implementation, instructional improvements, and the academic goal-setting work informed by NWEA and CAASPP data.

Educational Partner(s)	Process for Engagement
	<u>September 27, 2025: State Scores, NWEA Fall Results, and Program Updates</u> The PAC meeting on September 27, 2025, addressed five topics: (1) the 2024-25 State Assessment Scores, (2) NWEA Fall Test Scores, (3) the English Language Development (ELD) Program goals, (4) the purpose of the Student Services Department (SSD), and (5) the Afterschool and Sports Programs. Parents appreciated the presentation of the 2024-25 State Assessment Scores, NWEA Fall Test Scores, ELD Program goals, Student Services Department services, and Afterschool and Sports Programs. Parents expressed interest in supporting student academic growth, learning more about available support services, and increasing student participation in extracurricular activities. Parents also encouraged ongoing communication regarding student progress, intervention programs, and opportunities for family involvement. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support ELD programming, Student Services Department staffing and resources, Afterschool intervention and enrichment activities, and the family communication structures identified as priorities by parents. <u>October 23, 2025: PAC Purpose, CCSPP Grant, and Specialist Staffing</u> The PAC meeting on October 23, 2025, explained to parents the purpose and role of the Parent Advisory Committee. The meeting reviewed the California Community Schools Partnership Program (CCSPP) grant and explained that CCSPP grant funds support the Reading Specialist, Mathematics Specialist, and ELD Teacher positions at BPA. Parents were informed that the NWEA assessment would take place before Thanksgiving Break. Parents expressed appreciation for the academic supports available to students and for the school's ongoing communication regarding school programs and assessments. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding complements CCSPP grant funding to support specialist staffing, instructional intervention, and the academic priorities identified through the needs assessment. <u>November 14, 2025: Attendance, 8th Grade Transition, and Family Involvement</u> The PAC meeting on November 14, 2025, addressed three topics: (1) the Student Attendance Policy, (2) 8th grade events and high school selection, and (3) upcoming school events and ways for parents to support the school. Parents asked questions regarding attendance expectations, promotion activities, and high school enrollment. Parents expressed interest in supporting school events and volunteer opportunities, reflecting strong engagement with BPA's family partnership work. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support attendance-related interventions (including home visits and community schools coordination), 8th grade transition programming, and family

Educational Partner(s)	Process for Engagement
	engagement events identified as priorities by parents. <u>March 11, 2026: Physical Fitness Test, Parent Conferences, and Spring Assessment Planning</u> The PAC meeting on March 11, 2026, informed parents about the Physical Fitness Test for seventh-grade students. Parents were also informed that, during Parent-Teacher Conferences, teachers would review student grades, NWEA scores, Summer School information, and grade retention considerations. Additionally, parents were reminded that NWEA testing would take place in Mathematics, ELA, and Science, and that CAASPP testing would begin in April. Parents asked what would happen if students did not pass the assessments and were informed that there would be no negative consequences associated with state assessment performance. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support Summer School programming, assessment preparation activities, and the academic interventions identified through NWEA data analysis. <u>March 16, 2026: Annual Climate Survey Administration</u> On March 16, 2026, BPA opened the annual climate survey for parent completion. The climate survey provides BPA and the California Department of Education with data on school efficiency, school connectedness, safety, and academic experience, and serves as a key family voice instrument informing both the LCAP and ongoing school improvement. To maximize parent participation and ensure equitable access, BPA made survey completion tables available on campus throughout Parent-Teacher Conferences, providing parents with the time and space to complete the survey in person. BPA also made the survey accessible through a mobile-friendly online link, allowing parents to complete the survey on their cell phones at their convenience. Parents asked how the climate survey results would be used and were informed that the feedback supports school improvement efforts and state accountability. Parents inquired about confidentiality and were assured that responses are anonymous and reported in aggregate. Parents also asked when results would be shared and were informed that results would be reviewed and communicated after the survey window closed. In addition, parents asked about accessibility and were informed that the survey is available online, offered in multiple languages, and takes approximately 10 to 15 minutes to complete. Overall, parents were encouraged to participate, since higher response rates help ensure more accurate and meaningful feedback. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support family engagement opportunities, language access services, climate improvement initiatives, and the school connectedness work identified through survey priorities. <u>June 3, 2026: 2025-26 CAASPP Results and 2026-27 LCAP Presentation</u>

Educational Partner(s)	Process for Engagement
	The PAC meeting on June 3, 2026, informed parents of the 2025-26 CAASPP scores, and the 2026-27 LCAP was presented with Spanish translation provided to ensure language access for bilingual families. Of all the parents present, only one parent was familiar with the LCAP prior to the meeting. The Administrator provided parents with a comprehensive overview of the LCAP and explained its purpose, statutory function, and how parent voice shapes the school's annual goals, actions, and budget priorities. This educational component ensured that PAC members are equipped to provide informed input on the 2026-27 LCAP and future LCAP cycles. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding aligns with the 2026-27 LCAP goals and actions, and how parent voice informed the prioritization of expenditures across academic, social-emotional, behavioral, family engagement, and school climate priorities.
English Language Advisory Committee (ELAC); DELAC; & English learner-PAC	<i>Statutory threshold note:</i> Bridges Preparatory Academy (BPA) currently has fewer than 50 English Learners (ELs) enrolled and does not meet the statutory threshold requirement under California Education Code 52063(b)(1) to form an English Learner Parent Advisory Committee. However, BPA continues to convene a combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) function to ensure that families of English Learners have meaningful opportunities to provide input on the school's EL programming, reclassification, and language development supports, and to ensure that EL family voice informs the development of the 2026-27 LCAP. Throughout the 2025-26 school year, BPA engaged its combined ELAC and DELAC in a series of structured meetings focused on EL program purpose and structure, the EL Master Plan, ELPAC administration and preparation, reclassification, and family support strategies for English Learners. At each meeting, families also discussed the use of Learning Recovery Emergency Block Grant (LREBG) funds and Title funding (Title I, Title II, Title III, and Title IV) in relation to the school's comprehensive needs assessment, ensuring that EL family voice informed how categorical funding decisions aligned with the language acquisition, academic, and family engagement priorities most directly affecting English Learners and their families. <u>September 3 and September 27, 2025: ELAC Orientation and EL Master Plan Review</u> The combined ELAC and DELAC meetings on September 3 and September 27, 2025, informed parents about the purpose and function of the ELAC, introduced the ELAC member positions, explained how BPA supports English Learners, and reviewed the EL Master Plan. Parents asked when the ELPAC testing window would take place. Parents were informed that ELPAC testing is scheduled for February. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding (including Title III where applicable) could support EL Master Plan implementation, ELD instructional staffing and coaching, designated and integrated ELD programming,

Educational Partner(s)	Process for Engagement
	and the EL-specific priorities identified in the needs assessment. <u>January 21, 2026: Summative ELPAC Preparation</u> The combined ELAC and DELAC meeting on January 21, 2026, reviewed the ELAC members and introduced the committee members. The meeting included a discussion of the Summative English Language Proficiency Assessments for California (ELPAC) and the Alternate ELPAC, with an explanation that these assessments measure students' progress in listening, speaking, reading, and writing. The meeting also shared strategies and resources to help students prepare for the ELPAC assessment. Parents asked what could be done at home to prepare students for the ELPAC. Parents were informed that students would be provided with a Study Guide to support test preparation. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support ELPAC preparation resources, family-facing study guides and learning support tools, and the language development interventions identified through the needs assessment. <u>March 11, 2026: ELPAC Completion and Score Release Timeline</u> The combined ELAC and DELAC meeting on March 11, 2026, informed parents that ELPAC testing had been completed for the 2025-26 school year. Parents asked when ELPAC scores would be released. Parents were informed that ELPAC results would most likely be available in May. Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular focus on how categorical funding could support the analysis of ELPAC results, the development of reclassification-aligned interventions, and the language development supports identified through ELPAC data. <u>June 3, 2026: Reclassification Requirements and Student Recognition</u> The combined ELAC and DELAC meeting on June 3, 2026, included a review of the requirements for English Learner reclassification, led by the ELD Coordinator. The meeting also acknowledged students who were successfully reclassified during the 2025-26 school year, celebrating their language development achievements. Parents expressed appreciation for the recognition of students who were successfully reclassified and valued the opportunity to learn more about the reclassification requirements. Parents asked questions about the reclassification timeline, the support provided to English Learners, and how families can support their children at home. Parents also asked how reclassification may impact their children's future coursework and academic pathways.

Educational Partner(s)	Process for Engagement
	Parents also discussed the use of LREBG funds and Title funding in connection with the comprehensive needs assessment, with particular attention to how categorical funding could support reclassification monitoring, ongoing academic supports for Reclassified Fluent English Proficient (RFEP) students, and the family education programming that helps parents support their children's language development at home.
SELPA	Bridges Preparatory Academy (BPA) regularly participates in the Los Angeles County Office of Education (LACOE) SELPA Community of Practice throughout the school year, ensuring continuous alignment with SELPA guidance on special education compliance, service delivery, and best practices for supporting Students with Disabilities (SWDs). In May 2026, BPA formally consulted with the LACOE SELPA regarding the development of the 2026-27 LCAP, including Goal 1, Action 5 (Services to Support Students with Disabilities). The LACOE SELPA reviewed the proposed action, provided feedback, and approved Goal 1, Action 5 on May 28, 2026. This consultation ensures that BPA's planned services for Students with Disabilities for the 2026-27 school year are aligned with SELPA guidance and reflect collaborative input from BPA's special education partner.

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

Bridges Preparatory Academy (BPA) engaged a comprehensive set of educational partners in the development of the 2026-27 LCAP, including Administrators, Teachers, Classified Staff, Students, the Student Advisory Committee, Parents (including families of Unduplicated Pupils and Students with Disabilities), the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC), and the Los Angeles County Office of Education (LACOE) Special Education Local Plan Area (SELPA). Educational partner feedback directly shaped specific goals and actions in the adopted 2026-27 LCAP as described below.

Goal 1: Strengthen Schoolwide MTSS Aligned to the California Community Schools Framework to Address Academic, Social-Emotional, Behavioral, and Mental Health Needs

Goal 1, Action 1: Measuring Student Progress and Assessments

Teachers consistently identified the need to use NWEA MAP Growth data to drive instructional grouping and intervention decisions, including in the September 2 and 9, 2025, meetings (creating ELA and Mathematics intervention groups based on Fall NWEA results), the February 3, 2026, meeting (restructuring intervention groups based on Winter NWEA results), and the April 14, 2026, meeting (preparing students for CAASPP based on Spring NWEA results). The PAC and parents also requested clear information about assessment timing and testing schedules (PAC August 27, 2025, and March 11, 2026). The Student Advisory Committee recommended that teachers share students' previous-year CAASPP scores to support personalized goal-setting (April 21, 2026). This feedback directly informed Action 1, which retains and reinforces BPA's comprehensive assessment system anchored by NWEA MAP Reading, Mathematics, and Science, supplemented by curriculum-based assessments and CAASPP, with structured data analysis protocols to drive instructional decisions.

Goal 1, Action 2: Addressing Academic Needs to Accelerate Learning

The ELA and Mathematics needs assessments identified persistent achievement gaps that educational partners across all groups confirmed as priorities. Teachers requested supplemental curriculum resources (including Measuring Up and Big Ideas) and CAASPP-style question integration (February 3 and April 14, 2026). Administrators requested stronger alignment between pull-out intervention and classroom instruction (April 14, 2026). The Student Advisory Committee proposed extended learning opportunities through a Math Club and Book Club (September 9, 2025). Parents and the PAC expressed strong interest in academic supports and intervention programs (PAC September 27 and October 23, 2025). This feedback directly informed Action 2, which adds a Reading Instructional Coach/Interventionist and continues the Mathematics Instructional Coach/Interventionist, both grounded in evidence-based practices, to provide direct intervention and ongoing professional development support across all content areas.

Goal 1, Action 3: Addressing Social-Emotional and Behavioral Student Needs (Chronic Absenteeism)

Parents emphasized the importance of attendance expectations paired with family support and clear communication (PAC November 14, 2025). The annual climate survey administered to parents on March 16, 2026, gathered feedback on school connectedness, safety, and well-being. Educational partners across multiple groups affirmed the effectiveness of BPA's integrated MTSS, PBIS, and California Community Schools Framework implementation, evidenced by the Blue performance level on the Chronic Absenteeism Indicator and the Green performance level on the Suspension Rate Indicator on the 2025 California School Dashboard. This feedback directly informed Action 3, which continues BPA's comprehensive support system, including home visits by the Community Schools Coordinator and Social Worker, Ripple Effects SEL implementation, monthly community circles, restorative practices training, and ongoing participation in the LACOE PBIS Community of Practice. Action 3 also expands BPA's mental health capacity through the new California State University, Long Beach (CSULB) Social Work Intern partnership.

Goal 1, Action 4: Equitable Services for English Learners

The combined ELAC and DELAC committee meetings throughout the year informed Action 4 across multiple priorities. Parents requested information on the EL Master Plan and EL programming structure (September 3 and September 27, 2025), reviewed the Summative ELPAC and Alternate ELPAC and requested home support tools (January 21, 2026), inquired about ELPAC score release timelines (March 11, 2026), and engaged in discussion of reclassification requirements (June 3, 2026). Parent and PAC feedback also emphasized strong appreciation for the ELD program (PAC September 27, 2025). The 2025 Dashboard ELPI Green performance level, with 57.1% of English Learners and 68.4% of Long-Term English Learners making language acquisition progress, provided data confirmation of the program's effectiveness. This feedback directly informed Action 4, which adds an English Language Development Instructional Coach, leads a complete revision of the EL Master Plan, continues use of Cengage ELD curriculum, BrainPOP EL, and the Ellevation platform for progress monitoring and accommodations, and adds targeted Mathematics support for English Learners through coach collaboration.

Goal 1, Action 5: Services to Support Students with Disabilities

In May 2026, BPA consulted with the LACOE SELPA regarding Action 5 (Services to Support Students with Disabilities). The LACOE SELPA reviewed the proposed action, provided feedback, and approved Action 5 on May 28, 2026. BPA also participates in the LACOE SELPA Community of Practice throughout the school year, ensuring continuous alignment with SELPA guidance. Internal data indicating that Students with Disabilities represent BPA's largest persistent achievement gap (approximately 68.7 points below standard in ELA and 54.8-point CAASPP decline in mathematics) further reinforced the need for sustained special education investment. This feedback directly informed Action 5, which maintains the dedicated Special Education Team, Special Education Teacher Assistant position, MobyMax specialized instructional platform, ongoing SELPA-provided professional development, and structured collaboration between the Resource Specialist Program Teacher and general education teachers.

Goal 2: Provide All Educators with Professional Learning Opportunities to Build Teacher Capacity, Support Retention, and Improve Student Outcomes

Goal 2, Action 1: Administrators and Educators that Support the Educational Program

Administrators provided feedback on departmental coordination, communication of meeting outcomes, and the seven newly established school departments (Administrator meetings on August 1 and October 20, 2025). The LACOE site visit on December 9, 2025, provided authorizer feedback on visitor procedures,

Measurable Pupil Outcomes (MPOs), the School Action Plan, and teacher professional development focus. This feedback informed Action 1, which continues the comprehensive leadership and instructional team structure under the Executive Director and ensures that credentialed teachers, mentoring, and the extended academic calendar (182 instructional days) are maintained for the 2026-27 school year.

Goal 2, Action 2: Professional Learning

Teachers identified specific professional learning priorities throughout the LCAP development cycle. The November 4, 2025, meeting generated teacher recommendations for cross-disciplinary curriculum integration. The April 14, 2026, meeting identified grade-level horizontal planning and lesson observation feedback as priorities. The Mathematics and ELA needs assessments confirmed the need for continued and deepened content-area professional learning, including language-rich instruction for English Learners, Science of Reading implementation, and conceptual understanding development in mathematics. Based on this feedback and on reflection on prior practice, Action 2 adds two additional non-instructional professional development days for 2026-27 to complement the existing weekly collaborative professional learning sessions and continues the Mathematics and ELA Instructional Coaches who provide weekly coaching cycles, demonstration lessons, and data-driven Professional Learning Communities.

Goal 2, Action 3: Core Curricular Program Needs

Teachers requested supplemental curriculum resources to support intervention and CAASPP preparation (February 3, 2026). Teachers also emphasized cross-disciplinary curriculum integration to enhance student engagement (November 4, 2025). The PAC and parents expressed appreciation for BPA's curriculum and program offerings (PAC October 23, 2025). This feedback informed Action 3, which continues use of StudySync, enVision Mathematics, Elevate Science, and National Geographic Cengage Learning as primary instructional resources, with annual curriculum audits and replenishment of consumables, digital licenses, and supplemental resources to ensure equitable access for English Learners and Students with Disabilities.

Goal 2, Action 4: Closing the Digital Divide

Educational partner feedback across multiple groups affirmed the value of BPA's one-to-one computing program. The 2024-25 effectiveness narrative for this action identified Teacher Technology Development as partially effective, indicating a need for continued professional development to strengthen consistent technology integration across content areas. This feedback informed Action 4, which maintains the one-to-one computing program, SMART Boards in classrooms, contracted IT support services, and targeted teacher professional development on educational technology integration.

Goal 3: Engage Parents, Families, and Community Members as Partners to Provide a Safe, Welcoming, Inclusive, and Positive Learning Environment

Goal 3, Action 1: Promoting Positive School Climate, Student Engagement, and a Safe Learning Environment

The Student Advisory Committee provided extensive feedback that directly shaped Action 1, including recommendations for a Pep Rally to build CAASPP motivation (April 21, 2026), distinct grade-level focus areas for the Black History Month celebration (February 3, 2026), and student leadership in developing Food Basket Giveaway criteria (November 4, 2025). The annual climate survey administered on March 16, 2026, gathered parent input on school climate, safety, connectedness, and academics. Based on this feedback, BPA partnered with the University of Southern California (USC) Peer Leadership Program to provide workshop-based leadership training for BPA's Student Ambassadors, who will lead the Student Leadership Program at BPA. Action 1 also continues the Student Advisory Committee, PBIS framework, schoolwide uniform initiative for equity and belonging, Comprehensive School Safety Plan, and experiential learning and field trip opportunities.

Goal 3, Action 2: Parent Input in Decision-Making

The PAC June 3, 2026, meeting revealed that only one parent present was familiar with the LCAP prior to the meeting, identifying a need for sustained LCAP education across the year. PAC and ELAC members participated actively throughout the LCAP development cycle, with seven PAC meetings and four combined ELAC and DELAC meetings documenting parent voice on EL programming, attendance, family engagement, and academic priorities. Parents expressed appreciation for BPA's ongoing communication and bilingual access. This feedback directly informed Action 2, which continues PAC, ELAC, and

Community Schools Steering Committee structures, maintains translation and interpretation services in compliance with California Education Code 48985, and continues alignment with the California Community Engagement Initiative (CEI), of which BPA is a recipient.

Goal 3, Action 3: Opportunities Provided to Support Parent Engagement and Participation

Parents expressed appreciation for the multiple completion options for the annual climate survey (in-person during Parent-Teacher Conferences and through a mobile-friendly online link, March 16, 2026). Parents expressed interest in volunteer opportunities, school events, and family-school partnership (PAC November 14, 2025). Parents valued bilingual communication through ParentSquare (consistently across PAC meetings). The combined ELAC and DELAC requested ELPAC home support tools (January 21, 2026). This feedback informed Action 3, which continues bilingual communication through ParentSquare and PowerSchool Parent Portal, hosts Coffee with the Principal sessions, Open House, Back to School Night, and parent-teacher conferences, maintains the Community Schools Coordinator role for family outreach and home visits, expands community mental health partnerships, and continues parent education programming through PEBSAF, Ready4K, and workshops led by the School Social Worker on topics including academic support, social-emotional learning, technology and internet safety, ILPs, human trafficking awareness, and the impact of attendance on student outcomes.

Goal 3, Action 4: Maintaining Safe and Clean School Facilities

The LACOE site visit on December 9, 2025, included feedback on visitor procedures and the need for consistent communication of safety protocols. The annual climate survey gathered parent input on school safety. This feedback informed Action 4, which continues annual Facility Inspection Tool (FIT) assessments, prioritizes prompt remediation of identified deficiencies, monitors facility improvements quarterly, and maintains transparent public reporting through the School Accountability Report Card (SARC), the LCAP, and the Local Indicators Report.

Themes from Educational Partner Feedback: Three cross-cutting themes emerged consistently across educational partner groups and shaped the overall 2026-27 LCAP:

1. Educational partners across all groups affirmed the effectiveness of BPA's integrated MTSS, PBIS, and California Community Schools Framework implementation, particularly in producing the Blue and Green performance levels on the Chronic Absenteeism and Suspension Rate Indicators. This consensus directly informed BPA's decision to continue and deepen this integrated approach rather than restructure it.
 2. Educational partners consistently identified mathematics as the highest-priority academic concern, given the All Students decline to -74.6 Distance from Standard on the 2025 Dashboard and the movement of all numerically significant student groups from Yellow to Orange. This feedback informed the continuation of the Mathematics Instructional Coach/Interventionist, the addition of language-rich mathematics instruction strategies for English Learners, and the Tier 1 core instructional shifts in mathematics.
 3. Educational partners across all groups discussed the use of Learning Recovery Emergency Block Grant (LREBG) funds and Title funding in connection with the comprehensive needs assessment, ensuring that educational partner voice informed how categorical funding decisions aligned with identified academic, social-emotional, behavioral, and engagement priorities throughout the 2026-27 LCAP.
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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 (BPA) developed this goal to formalize and sustain the integrated student support model that has produced the school's strongest measurable outcomes to date. Analysis of the 2024 and 2025 California School Dashboard, internal performance data, CAASPP results, NWEA MAP Growth assessments, and educational partner feedback consistently demonstrates that BPA's progress on student outcomes is closely linked to the depth and consistency of its Multi-Tiered System of Supports (MTSS) implementation, integrated with the California Community Schools Framework and the Four Pillars of Community Schools.

Demonstrated Impact of the Integrated Framework: BPA's most significant Dashboard gains have occurred in the indicators most directly influenced by MTSS, the Community Schools Framework, and aligned social-emotional and behavioral support practices. On the 2025 California School Dashboard, BPA received a Blue performance level for All Students on the Chronic Absenteeism Indicator, with chronic absenteeism declining from 18.1% in 2023-24 to 4.4% in 2024-25. BPA also received a Green performance level for All Students on the Suspension Rate Indicator, with suspension rates declining from 1.4% in 2023-24 to 0.6% in 2024-25. These outcomes reflect the cumulative impact of sustained MTSS, Positive Behavioral Interventions and Supports (PBIS), and Community Schools Framework implementation applied with fidelity over multiple school years.

Academic indicators also reflect this integrated approach. BPA improved its 2025 Dashboard ELA performance to Yellow for All Students (-22.9 Distance from Standard), an improvement of 15.4 points from the 2024 Dashboard. English Learners, Socioeconomically Disadvantaged students, and Hispanic students each improved to Yellow performance levels in 2025, demonstrating that the integrated support model is producing measurable gains across student groups.

Persistent Needs Requiring Continued Focus: While BPA has made significant progress, persistent achievement gaps remain, particularly in mathematics, where All Students declined to -74.6 Distance from Standard on the 2025 Dashboard and all numerically significant student groups moved from Yellow in 2024 to Orange in 2025. Students with Disabilities continue to demonstrate the largest persistent achievement gap in both ELA and mathematics. These

persistent needs require continued strengthening of the MTSS framework to ensure that all students, including those with the most significant academic, behavioral, and social-emotional needs, receive timely identification, tiered intervention, and ongoing progress monitoring.

Alignment with the California Community Schools Framework: As a recipient of the California Community Schools Partnership Program (CCSPP) grant, BPA has adopted the California Community Schools Framework and the Four Pillars of Community Schools (integrated student supports, family and community engagement, collaborative leadership and practice, and expanded and enriched learning time and opportunities) as the organizing structure for its whole-child approach. The integration of MTSS with the Community Schools Framework ensures that academic supports, social-emotional learning, behavioral interventions, mental health services, and family engagement work in concert rather than as separate programs. This integration has been central to BPA's progress and must be deepened to address remaining academic gaps.

Data-Driven Continuous Improvement: BPA's commitment to using multiple types of data (internal, local, and state) to measure program effectiveness reflects the school's continuous improvement orientation. By aligning data analysis with MTSS decision-making and Community Schools Framework implementation, BPA ensures that resource allocation, intervention selection, and instructional adjustments are evidence-based and responsive to actual student needs. This data-driven approach is essential to improving academic outcomes for All Students and for the specific student groups (English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students) that the needs assessment has prioritized.

Educational Partner Input: This goal reflects extensive input from BPA's educational partners. The Leadership Team, classroom teachers, parents and guardians (engaged through the English Learner Advisory Committee, Parent Advisory Committee, and Coffee with Admin sessions), students (engaged through Student Council), and partner organizations have consistently identified MTSS strengthening, Community Schools Framework implementation, and integrated whole-child support as priorities. This alignment between educational partner priorities and demonstrated Dashboard outcomes confirms that the goal addresses both community-identified needs and data-identified priorities.

BPA developed this goal to continue building on the demonstrated effectiveness of the MTSS and Community Schools Framework integration, to address persistent academic gaps that remain (particularly in mathematics and for Students with Disabilities), to maintain the strong chronic absenteeism and suspension rate outcomes achieved on the 2025 Dashboard, and to ensure that all students, including each numerically significant student group, benefit from a coordinated, data-driven system of academic, social-emotional, behavioral, and mental health support.

Measuring and Reporting Results

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP		2023-24 ELA CAASPP		2024-25 ELA CAASPP		2025-26 ELA CAASPP	All Students: +15.1 EL: +13.4 SED: +11 Hispanic: +17
		DFS		DFS		DFS		DFS	
		All Students	-38	All Students	-38.3	All Students	-22.9	All Students	
		EL	-56.3	EL	-60.9	EL	-42.9	EL	
		SED	-39.6	SED	-41.3	SED	-28.6	SED	
		Hispanic	-38	Hispanic	-31.8	Hispanic	-21	Hispanic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -69.3 EL -73.8 SED -69.9 Hispanic -61.7	2023-24 Math CAASPP DFS All Students -54.6 Hispanic -71.7 EL -59.3 SED -54.3	2024-25 Math CAASPP DFS All Students -74.6 EL -81.5 SED -80.1 Hispanic -72.5	2025-26 Math CAASPP DFS All Students -50 EL -70 SED -75 Hispanic -65	All Students: -5.3 EL: -7.7 SED: -10.2 Hispanic: -10.8
3	CA Science Test (CAST): Grade 8	2022-23 CAST % Met/exceeded All Students 3.30% SED 4.00% Hispanic 4.17% Source: CAASPP website	2023-24 CAST % Met/exceeded All Students 13.73% SED 12.50% Hispanic 13.33% Source: CAASPP website	2024-25: 14.29% Met/exceeded Note: <30 students tested Source: CAASPP website 2024-25 CAST (Science Points) All Students 46.5	2025-26 CAST (Science Points) All Students 47	*All Students: +10.96% *SED: N/A *Hispanic: N/A *Not numerically significant in either Baseline or Y2 Outcome (n<30 students)
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	2022-23: 79.2% Source: 2023 Dashboard	2023-24: 54.8% Source: 2024 Dashboard	2024-25: 57.1% Source: 2025 Dashboard	2025-26: 58% EL	-22.1%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 46.43% Proficient	2023-24: 17.65% Proficient	2024-25: 23.7% Proficient	2025-26: 25%	-22.73%
6	Reclassification Rate Source: CALPADS	2022-23: 28.8%	2023-24: 8.1%	2024-25: 22.5%	2025-26: 23%	-6.3%
7	Attendance Rate Source: CALPADS	2022-23: 94.15%	2023-24: 93.89%	2024-25: 96.2%	2025-26: 95%	+2.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 4.4% EL 4.7% SED 5.0% Hispanic 3.6%	2025-26 Chronic Absenteeism Rate All Students 4.0% EL 4.5% SED 4.0% Hispanic 3.0%	All Students: +4.4% EL: +4.7% SED: +5% Hispanic: +3.6%
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Suspension Rate Source: Dataquest	2022-23: 0%	2023-24: Suspension Rate All Students 1.4% EL 2.6% SED 1.5% Hispanic 0.8%	2024-25: Suspension Rate All Students 0.6% EL 0.0% SED 0.7% Hispanic 0.0%	2025-26 Suspension Rate All Students 0.5% EL 0.0% SED 0.5% Hispanic 0.0%	All Students: +0.6% EL: 0% SED: +0.7% Hispanic: 0%
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
12	% students participating in elective course. Source: Master Schedule, CALPADS	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	0%
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 97%	2023-24: 100%	2024-25: 100%	2025-26: 100%	+3%

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

- Priority 4:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	○ % 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 2025-26

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 implemented successfully as planned. Bridges Preparatory Academy (BPA) administered diagnostic screeners; benchmark, interim, formative, and summative assessments; and all required state-mandated assessments, with no substantive changes from the planned implementation.

Core Assessment Schedule: BPA implemented its assessment schedule effectively. In both Fall and Winter, 100% of students who were registered at the time of administration completed the NWEA MAP Reading and Mathematics assessments. BPA administered NWEA MAP Reading and Mathematics three times annually for grades 6-8, supplemented by ongoing curriculum-based assessments. In addition, BPA expanded NWEA MAP Science administration to three times annually for all students in grades 6–8, rather than limiting testing to eighth grade only.

Data Analysis Protocol: BPA successfully collected and analyzed comprehensive performance data, disaggregating results by student group and reviewing patterns and trends to identify achievement gaps. BPA collaborated with teachers to develop intervention plans, monitor implementation, and track student progress over time.

Instructional Application: BPA effectively used NWEA MAP data as a consistent measure of student achievement and growth. These results supported instructional differentiation and targeted academic supports, enabling staff to respond more precisely to student needs and strengthen outcomes for all learners.

Action 2: Bridges Preparatory Academy (BPA) has fully implemented a multi-tiered system of instructional supports to increase instructional time, strengthen targeted interventions, and close achievement gaps.

BPA has implemented strategic double-blocks in ELA and Math across all grade levels to increase instructional time in core content areas for struggling learners. Students receive daily learning labs dedicated to Tier 2 targeted interventions, while instructional aides deliver Tier 1 support through small group instruction.

Students have access to evidence-based digital platforms, including IXL and BrainPOP, for additional support in Math, ELA, science, and social studies. These platforms allow teachers to continuously monitor student performance and identify concepts not yet mastered, enabling appropriate scaffolding and targeted instruction.

BPA continues to offer comprehensive expanded learning through the ELOP program, which provides academic and social enrichment through intercession activities and summer programming, extending learning opportunities beyond the regular school day.

Mathematics Instructional Coach/Interventionist: BPA has established a Mathematics Instructional Coach/Interventionist position to address achievement gaps, with a focus on English Learners (ELs) and Students with Disabilities (SWDs). The coach provides professional development in evidence-based mathematics instruction, mathematical discourse, and differentiation, and facilitates data-driven PLCs to analyze student performance and inform instructional planning. The coach also delivers Tier 2 and Tier 3 interventions through small-group and individualized instruction, collaborates with classroom teachers and the special education teacher, and monitors student progress to adjust instruction and interventions as needed.

Reading Instructional Coach/Interventionist: BPA has established an ELA Instructional Coach/Interventionist position to address persistent literacy achievement gaps, with a focus on ELs and SWDs. The coach provides professional development in evidence-based literacy instruction, reading comprehension strategies, academic vocabulary development, writing instruction, and differentiation, and facilitates data-driven PLCs to analyze student performance and inform instructional planning. The coach also delivers Tier 2 and Tier 3 interventions through small-group and individualized instruction, collaborates with classroom teachers and the special education teacher, and monitors student progress to adjust instruction and interventions as needed.

Action 3: BPA implemented a comprehensive support system to address increased chronic absenteeism. Efforts focused on early intervention before students became chronically absent and included home visits, consistent enforcement of attendance expectations outlined in the student handbook, and social-emotional, behavioral, and mental health supports. Hands-on learning opportunities and monthly community circles were also used to strengthen student engagement and school connectedness.

Evidence-Based Frameworks and Professional Development: BPA staff continue to participate in MTSS training, including the MTSS conference, to effectively identify student needs and provide appropriate tiered intervention supports. BPA also continues to participate in PBIS training through LACOE to ensure implementation of evidence-based practices and has attended training in restorative practices, including Capturing Kids' Hearts and LAIRP.

Social-Emotional Learning Implementation: BPA continues to use Ripple Effects to help educators deliver equity-driven social-emotional learning, mental health resources, and behavioral supports. The social worker facilitates dedicated SEL restorative and community circles, small groups, and individual counseling services for all students requiring support. Additionally, all students participate in a daily Advisory course at the beginning of every school day, which fosters strong, positive relationships built on trust and community.

Personalized Support Planning: This action was implemented as planned, with Individualized Learning Plans developed and reviewed quarterly in collaboration with teachers, parents, and students. There were no substantive changes to the implementation of this action.

Action 4: BPA has fully implemented this action. BPA hired a full-time ELD Coach who collaborates with the Reading Interventionist and staff to develop their skills in effectively implementing SDAIE strategies in the classroom. The ELD Coach analyzes EL performance data to guide instruction, monitors program effectiveness through measurable outcomes, and facilitates communication among staff, students, and families to ensure consistent implementation and improved student progress.

Through collaboration with staff, the ELD program was revamped—including curriculum, scheduling, grouping, and assessment practices—to better meet the needs of newcomer ELs and Long-Term English Learners (LTELs). Instructional coaching is provided through observation, feedback, modeling, and reflection, along with professional development for teachers and instructional aides focused on integrated ELD, research-based strategies, and differentiated instruction.

Curriculum Resources and Targeted Support: BPA utilizes the Cengage ELD curriculum as its core instructional resource. Daily designated ELD instruction for ELs is based on language proficiency levels. Students receive an average of 90 minutes per week of designated ELD instruction outside of class in homogeneous groupings and approximately 150 minutes per week of push-in support during core subjects, where students are grouped heterogeneously by grade level. Integrated ELD strategies are implemented across all content areas with push-in support from trained instructional aides and the ELD Coach, prioritizing LTELs. Students also have access to BrainPOP EL for differentiated digital intervention to address individual language and academic learning gaps.

Ellevation Implementation: BPA has adopted and implemented Ellevation, a comprehensive data and instructional platform, to enhance academic achievement and English language proficiency for ELs, LTELs, and students dually identified as EL/SWD.

Professional Development Framework: BPA has implemented a comprehensive Professional Development Plan to ensure all teachers receive targeted training in effective EL instruction. Professional learning is grounded in the California English Learner Roadmap principles and implementation, effective designated and integrated ELD instructional practices, the CDE ELD Standards and instructional modules with implementation support videos, and the Californians Together EL Roadmap Administrator and Teacher Toolkit developed by Dr. Laurie Olsen.

Program Evaluation and Continuous Improvement: BPA has implemented Instructional Learning Plans for English Learners that are grounded in research-based practices, delivered by trained teachers with appropriate instructional resources, and regularly evaluated using data to inform continuous improvement. The ELD Coach supports an equitable learning environment where ELs receive targeted instruction to support academic success and English language development.

Action 5: This action was fully implemented. The Special Education team at Bridges Preparatory Academy (BPA) uses each student's Individualized Education Program (IEP) as the primary framework for delivering specialized instruction, related services, accommodations, and aligned social-emotional supports for Students with Disabilities (SWD).

Team Structure and Roles: BPA's Special Education program is staffed by the Executive Director (serving as the Special Education Administrator), a Resource Specialist Program (RSP) Teacher, education professionals/paraprofessionals, and contracted specialized service providers. The team works collaboratively to ensure student needs are identified, addressed, and monitored consistently.

Service Delivery and Compliance: BPA, in coordination with the SELPA and the Special Education Administrator, ensured 100% compliance with all IEP timelines, meetings, and service requirements. Parents/guardians were appropriately informed before, during, and after IEP meetings, and required documentation and communications were maintained.

All IEP-mandated academic and social-emotional services were provided by appropriately credentialed or qualified staff and documented through multiple systems, including service provider logs, SEIS reports, and quarterly service reports. The RSP teacher monitored service delivery weekly to verify implementation and address any issues promptly. To ensure uninterrupted delivery of related services, BPA contracted with two qualified external agencies: Occupational Therapy (OT) through The Lingual Tree and Speech and Language services through Cross Country Education.

Enhanced Staffing and Classroom-Based Support: BPA hired an additional Special Education instructional assistant, resulting in two special education teacher assistants who provide direct support to SWD in general education settings. This staffing structure strengthens students' access to grade-level curriculum through appropriate accommodations and supports, consistent with the least restrictive environment (LRE) requirements.

Specialized Curriculum and Progress Monitoring: The RSP teacher continued implementation of the N2Y Unique Learning System to strengthen specialized instructional support and monitor SWD progress in reading and mathematics. Progress monitoring data were used to inform instruction, adjust supports, and track student growth over time.

Professional Development: Special Education team members participated in professional development offered through the SELPA, BPA, and other training providers to strengthen instructional practice and improve student outcomes. Training included Lexia and MTSS professional learning to enhance intervention planning, progress monitoring, and instructional alignment.

Structured Collaboration System: The RSP teacher collaborated with general education teachers through planning, coaching, and data analysis to support effective implementation of IEP accommodations and modifications. The RSP teacher also facilitated professional development sessions focused on applying accommodations and provided individualized consultation to support teachers in implementing IEP strategies with fidelity, strengthening instructional consistency and promoting student progress.

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 narrative describes material differences between budgeted and estimated actual expenditures for actions under Goal 1 during the prior LCAP year. Material differences resulted from cost variances in assessment contracts, staffing vacancies, and program enrollment adjustments.

- **Goal 1, Action 1: Measuring Student Progress and Assessments:** Estimated actual expenditures for this action were less than budgeted expenditures. Bridges Preparatory Academy (BPA) overestimated the costs of NWEA MAP Growth assessment licensing and administration when developing the budget. The actual NWEA MAP costs came in below the budgeted amount, resulting in a positive variance for this action. BPA will continue to monitor NWEA MAP assessment costs annually and align future budget projections with vendor-confirmed pricing to ensure more accurate budget estimates going forward.
- **Goal 1, Action 2: Addressing Academic Needs to Accelerate Learning:** Estimated actual expenditures for this action were less than budgeted expenditures due to two primary factors. First, one Instructional Aide position remained vacant for the entire summer school program due to declining summer enrollment. Because the summer program served fewer students than originally projected, one fewer Instructional Aide was needed than was budgeted, resulting in salary and benefit savings for this action. Second, actual expenditures for the After-School Tutoring program came in below the budgeted amount. The reduced expenditure reflected actual staffing levels, materials usage, and program participation, all of which were below the levels projected during initial budget development.

BPA will continue to monitor summer school and After-School Tutoring enrollment and staffing patterns to align future budget projections with actual program needs, ensuring that resources are appropriately allocated to support student academic intervention without unspent surplus.

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

Action 1: BPA's assessment system has been effective in supporting data-informed instruction and timely, targeted interventions by consistently identifying student needs within the Multi-Tiered System of Supports (MTSS) framework.

Assessment Implementation This action was effective. BPA administered all scheduled assessments and gathered comprehensive data on student achievement.

Core Assessment Schedule This action was effective. The established assessment calendar provided regular, structured opportunities to collect student performance data, enabling staff to drive instruction and design targeted interventions through the MTSS framework.

Data Analysis Protocol This action was effective. Staff implemented a consistent protocol for reviewing assessment results, supporting the school's progress toward fully integrated, data-informed instruction.

Instructional Application This action was effective. The NWEA MAP assessment was used to identify learning gaps promptly, target specific learning goals, and inform teaching and curriculum decisions to improve academic outcomes for all students.

Action 2: BPA strengthened its schoolwide Multi-Tiered System of Supports (MTSS) through coordinated academic, behavioral, and social-emotional interventions aligned to the California Community Schools Framework, supported by dedicated instructional coaches in mathematics and reading.

Core Instructional Interventions This action was effective. BPA used multiple data sources, including classroom-based assessments, NWEA benchmarks, and state data, to identify student needs early, target supports across tiers, and monitor progress over time. These interventions were aligned to the CA Community Schools Framework and integrated into the schoolwide MTSS structure.

Mathematics Instructional Coach/Interventionist This action was effective. The percentage of students meeting or exceeding standards on the NWEA in mathematics increased, and walkthroughs and coaching documentation showed greater implementation of evidence-based instructional practices. All BPA teachers completed at least one coaching cycle with observations and participated in weekly content-specific professional development.

Reading Instructional Coach/Interventionist This action was effective. The percentage of students meeting or exceeding benchmarks in ELA on the NWEA increased, and walkthroughs and coaching documentation showed greater implementation of evidence-based literacy practices. Teacher participation in coaching cycles and professional development also increased.

Action 3: BPA's comprehensive support system has been effective in reducing chronic absenteeism and addressing students' social-emotional, behavioral, and mental health needs. The current chronic absenteeism rate is approximately 1%. Early intervention strategies, including proactive monitoring and home visits, have prevented students from developing chronic attendance patterns. The BPA Community Schools Coordinator and in-school social worker completed 7 home visits this year, and 5 of the 7 students did not become chronically absent as a result of those visits and related in-school efforts. Consistent enforcement of attendance expectations, combined with social-emotional, behavioral, and mental health supports, has addressed underlying barriers to attendance. Hands-on learning opportunities and monthly community circles have strengthened student engagement and school connectedness, contributing to improved overall attendance and a more positive school climate.

Evidence-Based Frameworks and Professional Development This action was effective. Ongoing staff participation in MTSS, PBIS, and restorative practices training increased staff capacity to identify student needs, implement tiered supports, and monitor progress. These professional learning opportunities supported a trauma-sensitive approach aligned with the California Community Schools Framework and contributed to improved consistency in academic, behavioral, and social-emotional supports across the school.

Social-Emotional Learning Implementation This action was effective. The Ripple Effects curriculum supported consistent SEL instruction, improved student engagement, and provided targeted small group and individual support within BPA's PBIS, MTSS, and Community Schools frameworks. These efforts contributed to positive student outcomes in social-emotional development, behavior, and overall wellbeing.

Personalized Support Planning This action was effective. BPA strengthened its schoolwide MTSS through coordinated academic, social-emotional, behavioral, and mental health supports informed by multiple data sources, enabling staff to develop and adjust individualized plans based on identified student needs.

Action 4: BPA has strengthened its services for English Learners (ELs) through dedicated coaching, targeted curriculum resources, centralized data management, ongoing professional development, and structured program evaluation. These coordinated efforts have improved teacher capacity, increased student engagement, and supported language development across the school.

ELD Coach and Instructional Support This action was effective. The ELD Coach has strengthened teacher capacity, alignment, and confidence in delivering Specially Designed Academic Instruction in English (SDAIE) and Project GLAD strategies. Strategic scheduling and grouping have increased targeted language support while maintaining EL access to core instruction. Collaboration among instructional staff has improved coherence and accountability, contributing to increased student engagement and expanded language development opportunities for English Learners.

Curriculum Resources and Targeted Support This action was effective. Curriculum resources improved access to grade-level content and provided targeted support for Long-Term English Learners (LTELs) in core subjects. BrainPOP EL contributed to increased student engagement and supported language development for ELs.

Ellevation Implementation This action was effective. Ellevation centralized EL data, progress monitoring, and accommodations in a single platform, providing differentiated strategies and activities to support language learning. The platform created shared responsibility and visibility into EL progress across the school, aligning staff around common professional development strategies and goals for English Learners.

Professional Development Framework This action was effective. Performance of English Learners improved on the NWEA and on academic assessments, and classroom observations showed more consistent use of designated and integrated ELD strategies across classrooms.

Program Evaluation and Continuous Improvement This action was effective. Structured program evaluation supported an equitable learning environment in which ELs received targeted support, resulting in improved language proficiency, stronger academic achievement, and increased teacher capacity to deliver effective EL instruction.

Action 5: BPA has provided effective services and supports for Students with Disabilities (SWD) through compliant service delivery, dedicated staffing, specialized curriculum, ongoing professional development, and structured collaboration between special education and general education staff.

Service Delivery and Compliance This action was effective. The Special Education Team maintained compliance with IEP meeting timelines, delivered services to eligible students, and tracked academic and social-emotional progress. Students are meeting IEP goals and demonstrating academic growth, as evidenced by progress monitoring data and assessment scores.

Staffing and Classroom Support This action was effective. BPA hired and retained one Special Education teacher assistant who provides direct support to Students with Disabilities within the general education program, supporting inclusion and access to grade-level content.

Specialized Curriculum and Progress Monitoring This action was effective. The n2y curriculum provided specialized instruction that addressed gaps in foundational reading and mathematics skills, supporting measurable progress for Students with Disabilities.

Professional Development Framework This action was effective. Professional development trainings strengthened staff use of evidence-based instructional practices, behavior management strategies, and data-driven decision-making, contributing to improved outcomes for Students with Disabilities.

Structured Collaboration System This action was effective. BPA established a formal collaboration calendar with scheduled meeting times dedicated to planning, coaching, and progress monitoring between special education and general education teachers, supporting consistent implementation of accommodations, modifications, and IEP-aligned instruction.

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.

Bridges Preparatory Academy (BPA) develops a one-year LCAP annually based on feedback from its educational partners, a comprehensive needs assessment of local and California School Dashboard metrics, and state-mandated assessments. This annual process is part of the school's ongoing schoolwide improvement cycle and its alignment with the Multi-Tiered System of Supports (MTSS) framework and the California Community Schools Framework.

For the 2026-27 school year, BPA has made the following changes to its planned actions, metrics, and partnerships based on reflections on prior practice.

Expanded Assessment Practices: BPA will add NWEA MAP Science assessments to its existing assessment system to measure student progress and identify gaps in science achievement. This addition complements the existing NWEA MAP Reading and Mathematics assessments and provides BPA with consistent, standards-aligned, computer-adaptive data across all core content areas. The addition reflects feedback from instructional leadership regarding the need for more frequent and actionable science performance data to drive instructional decision-making and target interventions.

Expanded Mental Health Capacity Through University Partnership: BPA has partnered with California State University, Long Beach (CSULB) to host a Social Work Intern who will work under the direct supervision of BPA's Social Worker. This partnership expands BPA's capacity to deliver social-emotional and mental health support to students without increasing direct staffing costs and reflects BPA's commitment to leveraging community and higher education partnerships to address student needs.

Continued Engagement in Statewide Initiatives: BPA will continue its professional learning series through the California Community Engagement Initiative (CEI) and the GENIUS Initiative, attending all required meetings to deepen staff knowledge and access current guidance on developing community partnerships that support the social, emotional, and mental health needs of students. These ongoing professional learning opportunities ensure that BPA's family engagement and community partnership practices remain aligned with statewide best practices and evidence-based approaches.

These changes reflect BPA's continuous improvement orientation and its commitment to refining the LCAP annually based on data, educational partner input, and emerging best practices.

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 BPA will administer Universal Diagnostic Screeners to identify baseline performance and student needs, Interim and Benchmark Assessments to monitor progress toward standards mastery, Formative Assessments to guide daily instruction, Summative Assessments to evaluate learning outcomes, and State-Mandated Assessments as required by the California Department of Education.	\$3,763	N

Action #	Title	Description	Total Funds	Contributing
		Core Assessment Schedule BPA will administer NWEA MAP Reading, Mathematics and Science, three times annually (Fall, Winter, and Spring) for all students in grades 6-8, (LREBG funded \$3,763). Curriculum-based assessments will be administered on an ongoing basis throughout the academic year. Data Analysis Protocol Following each assessment cycle, the instructional leadership team will collect comprehensive performance data and disaggregate results by student group, grade level, and content area. The team will then analyze patterns and trends to identify achievement gaps, collaborate with teachers to develop targeted intervention plans, and monitor student progress and intervention effectiveness over time. 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 and precise tracking of academic growth over time. These assessments produce actionable data that enables teachers to differentiate instruction and provide 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.		
2	Addressing Academic Needs to Accelerate Learning	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 2026-27 school year, BPA will implement strategic scheduling with double-blocks of ELA or Mathematics 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	\$426,331	Y

Action #	Title	Description	Total Funds	Contributing
		support and small group instruction. Instructional Aides will deliver daily Tier 1 support through small group instruction in ELA and Mathematics courses. Students will access evidence-based digital platforms including BrainPOP (supporting ELA, Science, Social Studies, Mathematics, and ELD), iXL (for ELA, Mathematics, 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 student strengths and growth areas will enable teachers to scaffold instruction with focus on concepts not yet mastered. BPA will continue to offer comprehensive expanded learning through its Expanded Learning Opportunities Program (ELOP), providing academic and social enrichment through daily afterschool programs, intersession activities, and summer programming to extend learning opportunities beyond the regular school day (LREBG Funded: 59,064.88; ELOP funded: \$163,850.16). Mathematics Instructional Coach/Interventionist For 2026-27, 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 instructional 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 (PLCs). In the direct intervention role, this position will provide Tier 2 and Tier 3 support to students with significant mathematical needs, using diagnostic assessments to identify skill gaps and create targeted intervention plans. The coach will deliver small group and individual instruction to build mathematical understanding and fluency, collaborate with special education and general education teachers to ensure instructional alignment, and monitor student progress to adjust 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		

Action #	Title	Description	Total Funds	Contributing
		Science of Reading. The professional development component of this role will include 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 PLCs focused on literacy data analysis, and guiding development of academic language instruction that benefits English Learners. The intervention responsibilities will include delivering intensive Tier 3 reading interventions for students with significant literacy needs, conducting detailed assessments to identify specific skill gaps, implementing systematic and 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	BPA will continue to implement its comprehensive support system 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 Multi-Tiered System of Supports Scale-Up Statewide (MTSS SUMS) Grant, BPA staff will continue to participate in comprehensive MTSS training to effectively identify student needs, provide tiered interventions, and monitor student progress. The school will maintain its partnership with the Los Angeles County Office of Education (LACOE) Positive Behavioral Interventions and Supports (PBIS) Community of Practice, ensuring implementation of evidence-based practices schoolwide. Through the California Community Schools Partnership Grant (CCSPP), staff will receive specialized training in restorative practices, complementing BPA's trauma-sensitive approach to social-emotional support. This integrated framework aligns with BPA's commitment to addressing Adverse Childhood Experiences (ACEs) while maintaining rigorous academic standards.	\$153,546	Y

Action #	Title	Description	Total Funds	Contributing
		Social-Emotional Learning Implementation BPA will continue implementing the 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 the program's effectiveness in improving student grades, increasing empathy, and reducing dropout rates. The Ripple Effects curriculum will function as a cornerstone of BPA's PBIS, MTSS, and Community Schools framework, helping teachers identify root causes of learning obstacles and deliver appropriate small group interventions. The program will be used in two key contexts. The Social Worker (Title I Funded \$77,775 & CCSPP Grant \$38,100) will lead dedicated SEL lessons and provide both small group and individual counseling services for students requiring additional support. Additionally, all students will participate in a daily Advisory course with a consistent teacher-advisor who remains 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 BPA's commitment to addressing the whole child, recognizing that social-emotional wellbeing forms the foundation for academic success. Community Partnerships and Continued Engagement BPA will continue to participate in the CEI and GENIUS initiatives, attending the required meetings to deepen staff knowledge and align practice with current guidance. BPA will also partner with California State University, Long Beach (CSULB) to obtain a Social Work Intern who will be supervised by BPA's Social Worker, expanding capacity to deliver social-emotional and mental health support to students. Through this integrated system of frameworks, curriculum, personalized support, and community partnerships, BPA will create a positive school climate that re-engages students, reduces chronic absenteeism, and promotes overall student wellbeing.		

Action #	Title	Description	Total Funds	Contributing
4	Equitable Services for English Learners	For the 2026-27 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. English Language Development Instructional Coach For 2026-27, BPA will continue with the English Language Development Instructional Coach position specifically focused on enhancing EL program effectiveness. This specialist will continue to 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 BPA's designated ELD instructional program, restructuring curriculum, scheduling, grouping strategies, and assessment practices to more effectively address the specific needs of both newcomer ELs and LTELs. 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	\$188,693.84	Y

Action #	Title	Description	Total Funds	Contributing
		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 use Cengage ELD as its core instructional resource for designated ELD. 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 a trained EL Instructional Aide. This support will particularly target Long-Term English Learners who are struggling academically in ELA, ELD, and Mathematics courses. Students will also have access to BrainPOP EL, a digital intervention platform providing differentiated instruction to address specific learning gaps. Mathematics Support for English Learners In response to the achievement gaps in mathematics identified for English Learners through CAASPP and NWEA MAP analysis, BPA will implement targeted mathematics supports for ELs and LTELs. The ELD Instructional Coach will collaborate directly with the Mathematics Instructional Coach (referenced in Goal 2, Action 2) to ensure language-rich mathematics instruction across grade levels. This collaborative coaching model will integrate mathematical discourse, structured academic conversations, and explicit vocabulary instruction into core mathematics teaching, helping ELs and LTELs access grade-level content while continuing to develop English language proficiency. EL students will benefit from the schoolwide use of concrete-representational-abstract instructional sequences, sentence frames and sentence stems for mathematical reasoning, visual supports and graphic organizers consistent with Project GLAD methodologies, and pre-teaching of mathematical academic vocabulary. Students will also access digital tools that scaffold mathematics learning for ELs, including Reflex Math for fact fluency development and iXL Mathematics for differentiated practice with multilingual support features. The		

Action #	Title	Description	Total Funds	Contributing
		ELD Coach and Mathematics Coach will jointly review NWEA MAP Mathematics performance data for ELs and LTELs each assessment cycle, identifying targeted intervention needs and monitoring growth toward grade-level proficiency. Ellevation Implementation BPA will implement Ellevation, a comprehensive data and instructional platform designed to improve academic outcomes and English language proficiency for English Learners (ELs), Long-Term English Learners (LTELs), and dually identified EL students with disabilities (EL/SWD). Ellevation combines real-time student data analysis with evidence-based instructional strategies, enabling BPA educators to make informed decisions that accelerate language acquisition and academic achievement. The platform provides critical support for BPA's 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 the Ellevation Platform and Ellevation Strategies, BPA 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 BPA's 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 will include California EL Roadmap principles and implementation, effective designated and integrated ELD instructional techniques, California Department of Education (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. Professional development will also address language-rich mathematics instruction strategies for ELs, delivered jointly by the ELD Instructional Coach and Mathematics Instructional Coach.		

Action #	Title	Description	Total Funds	Contributing
		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. The ELD Instructional Coach will analyze EL performance data to guide instruction, monitor program effectiveness through measurable outcomes, and facilitate communication among staff, students, and families to ensure consistent implementation and improved student progress. 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, develop English proficiency, and close persistent achievement gaps in core content areas including mathematics.		
5	Services to Support Students with Disabilities (SWD)	For the 2026-27 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). The team will work collaboratively to ensure all student needs are identified, addressed, and monitored consistently across educational settings. Team Structure and Roles BPA's Special Education program will be staffed by the Executive Director (serving as the Special Education Administrator), a Resource Specialist Program (RSP) Teacher, education professionals and paraprofessionals, and contracted specialized service providers. The team will work collaboratively to ensure that student needs are identified, addressed, and monitored consistently. Service Delivery and Compliance Los Angeles County Charter SELPA will continue to serve as BPA's SELPA provider, offering guidance and oversight for program implementation. The Executive Director, in the capacity of Special Education Administrator, will ensure strict adherence to all IEP timelines, facilitate required IEP meetings, coordinate related services, and maintain clear communication with parents and guardians regarding their child's educational program.	\$185,000	N

Action #	Title	Description	Total Funds	Contributing
		All Students with Disabilities will receive the full range of services and supports outlined in their IEPs, delivered by appropriately credentialed providers. Parents and guardians will be appropriately informed before, during, and after IEP meetings, and required documentation and communications will be maintained. When specialized services exceed the capacity of current staff, BPA will continue to 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 2026-27 school year, BPA will maintain its Special Education Teacher Assistant position. This position will provide direct support to students in general education settings, ensuring students can access the curriculum with appropriate accommodations while remaining in the least restrictive environment. Specialized Curriculum and Progress Monitoring The RSP Teacher will implement MobyMax to support specialized instruction, transitioning from the N2Y Unique Learning System used in prior years. MobyMax was selected because it offers a more student-friendly experience while supporting differentiated instruction aligned to individual IEP goals. Progress monitoring data will continue to be gathered and used to inform instruction, adjust supports, and track student growth over time. 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 outcomes and accelerate learning for Students with Disabilities. General education team members will also participate in planned professional development on supporting SWDs in inclusive settings. Structured Collaboration System To ensure seamless implementation of accommodations and modifications, the RSP Teacher will maintain 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. The		

Action #	Title	Description	Total Funds	Contributing
		RSP Teacher will also facilitate professional development for all staff related to supporting Students with Disabilities. 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.

Bridges Preparatory Academy (BPA) developed this goal to ensure that all educators have the expertise, instructional strategies, and ongoing support necessary to deliver high-quality, standards-aligned instruction that meets the diverse needs of every BPA student. The goal reflects BPA's understanding that teacher capacity is the single most influential school-based factor in student achievement, and that sustained investment in professional learning is essential to closing persistent achievement gaps and improving outcomes for all students.

Connection to Identified Student Achievement Needs: Analysis of the 2024 and 2025 California School Dashboard, CAASPP/SBAC results, NWEA MAP Growth assessments, and classroom observation data identified persistent academic achievement gaps that require strengthened instructional capacity to address. In mathematics, BPA's All Students group declined to -74.6 Distance from Standard on the 2025 Dashboard, with all numerically significant student groups moving from Yellow to Orange performance levels. While ELA performance improved across all student groups in 2025, English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities continue to perform below grade-level standards.

The needs assessment identified specific instructional concerns underlying these performance gaps, including inconsistent or ineffective instructional delivery, limited modeling of comprehension and problem-solving strategies, insufficient guided practice before independent work, overreliance on procedural practice without adequate focus on conceptual understanding, and inadequate scaffolding for English Learners, Long-Term English Learners, and Students with Disabilities. Each of these instructional concerns is directly addressable through targeted professional learning and ongoing instructional coaching.

Demonstrated Effectiveness of Existing Professional Learning Investments: BPA's prior investments in professional learning have produced measurable results, supporting the rationale for continued investment in 2026-27. Year-over-year Dashboard ELA growth from 2024 to 2025 included a 15.4-point increase for All Students, an 18-point increase for English Learners, and a 12.7-point increase for Socioeconomically Disadvantaged students. NWEA MAP Growth data for the 2025-26 school year shows strong within-year gains across all grade levels in both ELA and mathematics, with 7th grade ELA performance growing from the 38th to the 70th percentile and 7th grade mathematics performance growing from the 40th to the 67th percentile.

Classroom observations and coaching documentation indicate that the professional development investments in instructional coaching cycles, content-specific training (including The Writing Revolution, Savvas Math, Cengage ELD, and the Picture Word Inductive Model), and data-driven Professional Learning Communities have increased instructional consistency, teacher confidence in using formative and benchmark data, and the implementation of evidence-based practices schoolwide. These gains demonstrate that continued investment in professional learning is producing the intended teacher capacity outcomes and directly contributing to student academic growth.

Need for Continued Investment to Close Persistent Gaps: While professional learning investments have produced measurable gains, the persistent mathematics declines and the achievement gaps affecting Students with Disabilities, English Learners, and Long-Term English Learners require continued and deepened investment in teacher capacity. BPA's needs assessment specifically identified the following professional learning priorities: language-rich content instruction across all subject areas, conceptual understanding development in mathematics, structured literacy and Science of Reading implementation, scaffolding and differentiation strategies for diverse learners, and data-driven instructional adjustment using formative and benchmark assessment data. Each of these priorities requires sustained professional learning over multiple years to produce schoolwide instructional consistency.

Teacher Retention as a Critical Improvement Factor: This goal explicitly addresses teacher retention as a key outcome. Research consistently demonstrates that schools with strong professional learning systems, robust instructional coaching, and collaborative learning cultures retain teachers at higher rates than schools without these structures. Teacher retention is essential to BPA's continuous improvement orientation, since instructional consistency, school culture, relationships with students and families, and the cumulative impact of professional learning all depend on a stable teaching workforce. Investing in teacher capacity is therefore both an instructional improvement strategy and a workforce sustainability strategy.

Alignment with California Academic Content Standards and Frameworks: BPA's professional learning plan ensures that all educators are well-versed in California academic content standards, the California ELD Standards, the California EL Roadmap, and evidence-based pedagogical frameworks aligned with state guidance. Continued professional learning is essential to ensure that BPA's instructional program remains responsive to evolving state standards, instructional best practices, and the needs of diverse learners.

Educational Partner Input: This goal reflects input from BPA's educational partners. Teachers consistently identified the need for targeted coaching, content-specific professional development, and structured collaborative learning time as priorities for improving their effectiveness with students. The Leadership Team, classroom teachers, and the Mathematics and ELA Instructional Coaches all identified strengthening teacher capacity as central to addressing the academic gaps identified in the 2025 Dashboard. This alignment between educational partner priorities and identified instructional needs confirms that the goal addresses both teacher-identified development needs and data-identified instructional gaps.

BPA developed this goal to sustain and deepen the professional learning investments that have produced measurable improvements in instructional consistency and student outcomes, to address the persistent academic gaps that remain (particularly in mathematics and for the highest-need student groups), to support teacher retention through a strong professional learning culture, and to ensure that all educators continue to develop the expertise in California academic content standards and evidence-based pedagogy necessary to improve student academic outcomes for every BPA student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 66.7%	2022-23: 79.4%	2023-24: 14.9%	2024-25: 80%	-51.8%
15	% students with access to standards-aligned materials.	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Textbook Inventory/classroom observations					
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability 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: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 4 World Language: NA	<u>2026-27:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: NA	ELA: +1 ELD: 0 Math: 0 Social Science: +1 Science: +1 CTE: NA Health: +1 PE: 0 VAPA: +1 World Language: NA

Goal Analysis for 2025-26

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 is fully implemented. BPA implements and maintains a qualified leadership and instructional team led by an Executive Director who oversees all aspects of the school program. BPA employs appropriately credentialed teachers across all grade levels (6–8), ensuring full compliance with state certification requirements and appropriate subject matter assignments.

Comprehensive Educational Program: BPA has implemented a comprehensive middle school curriculum aligned to California content standards. Students have access to core subjects (ELA, Math, Science, and Social Studies), Physical Education, and enriching electives such as Coding, Film & Propaganda, and Creative Writing, ensuring rigorous academics and opportunities for creative and technical learning.

Extended Instructional Calendar: BPA has implemented an extended academic calendar with 183 instructional days, exceeding the California state requirement of 175 days for charter schools. This additional instructional time provides students with expanded learning opportunities and greater depth of instruction across all subject areas.

Professional Growth Framework: BPA has implemented a comprehensive professional development program for all educators. This includes eight days of intensive summer professional development focused on curriculum implementation, instructional strategies, and school culture; four additional non-instructional professional development days scheduled throughout the year; and weekly collaborative professional learning sessions to support ongoing refinement of teaching practices. This program reflects BPA's commitment to instructional quality and continuous improvement in service of student achievement.

TAMO Reporting: Bridges Preparatory Academy maintains a commitment to ensuring all students are taught by appropriately credentialed teachers. Our 2023-24 Teacher Assignment Monitoring Outcome (TAMO) report reflected a data reporting discrepancy rather than an actual staffing issue. Upon review, we identified that the course classification codes used in our state reporting system did not accurately reflect our school's instructional model. Specifically, the codes were configured for departmentalized, single-subject instruction, when in fact all BPA teachers provide self-contained classes teaching multiple subjects. All BPA teachers hold multiple-subject credentials appropriate for their classroom assignments. We have corrected these classification codes as of September 2025 to ensure accurate reporting of our courses and teaching assignments going forward. This administrative correction ensures that our state reporting accurately reflects the qualifications and assignments of our teaching staff. Bridges Preparatory Academy is deeply committed to transparency and accountability.

Action 2: This action was fully implemented. Bridges Preparatory Academy (BPA) implemented a comprehensive professional development and instructional coaching framework grounded in evidence-based instructional practices to improve student achievement for all student groups. BPA also implemented a multi-tiered coaching model to strengthen teacher effectiveness and advance equitable learning outcomes.

Leadership and Coaching Structure: BPA implemented a redesigned Principal/Instructional Coach role to lead this work. The Principal/Instructional Coach oversees the Reading, Mathematics, and English Language Development (ELD) instructional coaches; conducts classroom walkthroughs and feedback cycles; analyzes student achievement data; co-leads MTSS meetings with the Social Worker; and provides direct instructional coaching to teachers.

Coaching Cycles, Data Use, and Monitoring: BPA implemented weekly coaching cycles that include classroom observation, modeling, co-teaching, and actionable feedback to build teacher capacity in research-based strategies. Professional learning prioritized scaffolding and differentiation to support English Learners (ELs), socioeconomically disadvantaged students (SEDs), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs). Instructional decisions were informed through ongoing data analysis and PLC collaboration, supporting continuous improvement.

To monitor implementation and effectiveness, BPA implemented monthly whole-staff professional development, bi-weekly coaching cycles, and quarterly progress monitoring. This system was designed to address identified achievement gaps and support BPA's LCAP goals, with targeted supports for student groups demonstrating the greatest need.

Professional Development Focus Areas: Informed by educational partner input, BPA implemented targeted professional learning aligned to instructional priorities. Teachers and instructional aides received training in Growth Mindset and in Cengage ELD implementation, including co-teaching strategies and the Picture Word Inductive Model (PWIM) to strengthen instruction for ELs.

BPA also strengthened social-emotional and behavioral supports through ongoing Restorative Practices training facilitated by LAIRP. Literacy instruction was reinforced through professional learning in writing across the curriculum and The Writing Revolution. Mathematics instruction was strengthened through

coaching on Savvas Math implementation and Reflect Math Facts & Fluency. Educators additionally received ongoing support for StudySync implementation and PBIS practices.

Content-Specific Instructional Coaches: BPA implemented Mathematics and ELA Instructional Coach positions to strengthen instructional effectiveness and classroom practice. The Mathematics Coach supports conceptual understanding, procedural fluency, problem-solving, and differentiated instruction through coaching, co-teaching, and demonstration lessons. The ELA Instructional Coach supports evidence-based literacy instruction across content areas, including reading, writing, and text-dependent questioning. Both coaches facilitate regular data analysis with teachers to monitor student progress and adjust instruction accordingly.

External Partnerships: BPA participated in the Los Angeles County Office of Education (LACOE) PBIS Community of Practice to strengthen schoolwide positive behavior interventions, improve school climate, and support efforts to reduce chronic absenteeism through consistent implementation of evidence-based practices. This external partnership provided additional expertise and professional learning that complemented BPA’s internal coaching and professional development system.

Through this comprehensive approach, BPA strengthened instructional capacity, improved instructional quality, and supported improved academic outcomes across content areas.

Action 3: This action was fully implemented. BPA has successfully ensured that all students have access to comprehensive, standards-aligned curriculum materials in all core subjects. BPA uses StudySync (ELA), Envision (Math), Elevate Science, and National Geographic Cengage Learning (Social Studies) as primary instructional resources.

BPA annually audits the curriculum to assess material condition and replenish student consumables, digital licenses, and supplemental resources. Teachers receive targeted support for effective curriculum implementation through professional development and instructional coaching. Teachers are provided with pacing guides to ensure instructional fidelity while meeting diverse student needs.

Action 4: This action was fully implemented. BPA has maintained its one-to-one computing program for the 2024–2025 school year.

Classroom Technology Environment: Classrooms are equipped with integrated technology tools, including SMART boards, to support engaging and interactive learning experiences.

Teacher Technology Development: Teachers receive targeted professional development focused on effective educational technology integration, with an emphasis on pedagogical strategies to create more engaging, differentiated learning experiences for students across all content areas.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under Goal 2 during the prior LCAP year. All budgeted resources, including funding for the Administrators and Educators that Support the Educational Program (Action 1), Professional Learning including the Instructional Coaches (Action 2), Core Curricular Program Needs (Action 3), and Closing the Digital Divide (Action 4), were expended substantially in alignment with the original budget projections. Bridges Preparatory Academy (BPA) will continue to monitor expenditures across Goal 2 actions on an ongoing basis to ensure that resources continue to be allocated effectively in support of teacher capacity, instructional quality, and student academic outcomes.

Action 1: This action was effective. Executive Director oversight and credentialed teachers ensured high-quality, standards-aligned instruction, with new teachers supported through mentoring, coaching, and professional development. BPA students engaged in rigorous core subjects and enriching electives, fostering academic growth, creativity, and technical skills. Additional instructional days allowed for deeper learning, mastery of concepts, and targeted interventions. Ongoing professional development, coaching, and Professional Learning Communities (PLCs) strengthened teacher capacity, differentiation, and instructional quality. Overall, BPA saw increased student achievement, engagement, and schoolwide instructional consistency.

Action 2: BPA's professional development system was effective in supporting consistent instructional improvement, data-informed practice, and a strong professional learning culture across content areas, with measurable impact on instruction for English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Instructional Coaching and Walkthroughs This action was effective. Instructional coaching cycles, demonstration lessons, and structured feedback supported consistent instructional improvement. Classroom walkthroughs showed greater alignment to instructional expectations, particularly in ELA, Mathematics, and ELD instruction.

Data-Informed Instructional Practice This action was effective. Data-informed instructional adjustments occurred more consistently, allowing teachers to target instruction for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and Socioeconomically Disadvantaged (SED) students. Coaches reported improved teacher confidence in using formative and benchmark data to guide instructional decisions.

Targeted Coaching and Feedback This action was effective. Teachers reported increased access to targeted coaching and timely feedback. Instructional support became more cohesive across content areas, resulting in clearer expectations and more consistent implementation of instructional strategies.

Content-Area Professional Learning This action was effective. Professional learning on The Writing Revolution, writing across the curriculum, StudySync, Savvas Math, and Reflex Math Fact and Fluency resulted in improved lesson structure, increased student engagement, and stronger alignment to grade-level standards.

English Language Development Training This action was effective. Training in Cengage ELD, the Picture Word Inductive Model (PWIM), and co-teaching strategies increased purposeful language development opportunities. Classroom observations indicated more consistent use of academic language supports and scaffolds during instruction.

Behavior and Restorative Practices Training This action was effective. Participation in the Los Angeles County Office of Education (LACOE) PBIS Community of Practice and Los Angeles Alliance for a New Public School (LAIRP) training contributed to improved consistency in behavior expectations and restorative responses. Staff reported improved student engagement and classroom climate.

Collaborative Professional Learning Culture This action was effective. Regular collaboration produced shared instructional strategies, increased peer learning, and a stronger professional learning culture. Teachers reported greater clarity around instructional priorities and expectations.

Action 3: This action was mostly effective. Professional learning opportunities increased educator understanding of California academic content standards, particularly in ELA and Mathematics, and strengthened the use of evidence-based instructional strategies across classrooms. Teachers demonstrated improved instructional consistency and confidence, contributing to positive impacts on student learning and overall instructional quality. Continued refinement of professional learning structures and follow-up support will further strengthen teacher capacity and student academic outcomes.

Action 4: BPA made progress toward closing the digital divide by maintaining one-to-one computing access for students and equipping classrooms with appropriate instructional technology, while continued support is needed to strengthen consistent and differentiated technology use across content areas.

One-to-One Computing and Classroom Technology This action was effective. BPA achieved and maintained one-to-one computing in classrooms and provided students and classrooms with appropriate and necessary technology to support instruction.

Teacher Technology Development This action was partially effective. Teachers increased their technical proficiency and use of instructional technology. Continued support is needed to strengthen the use of technology in creating consistently engaging and differentiated learning experiences across content areas.

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.

Bridges Preparatory Academy (BPA) develops a one-year LCAP on an annual basis to measure program effectiveness and use data to inform decision-making and LCAP goals and actions.

For the 2026-27 school year, no changes will be made to the planned goal, metrics, or target outcomes. Actions will not be changed but rather modified as noted in the LCAP narrative. Specifically, BPA will add two additional non-instructional days dedicated solely to professional development. These additional days will take place during the school year and will complement the existing twice-weekly collaborative professional learning sessions. BPA will continue to implement its comprehensive professional development framework, anchored by the Principal/Instructional Coach leadership structure and the content-area coaching team for the 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Admin & Educators that Support the Ed. Program	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 will include core academic subjects in English Language Arts, Mathematics, Science, and Social Studies, along with Physical Education aligned with state standards. Students will also engage in	\$832,340	N

		enriching elective courses, including Coding, Film and Propaganda, and Creative Writing. This balanced educational approach ensures students receive both rigorous academic preparation and opportunities to explore creative and technical interests. Extended Instructional Calendar BPA will implement an extended academic calendar featuring 182 instructional days, which is 7 days beyond 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. The program will include 7 days of intensive Summer Professional Development prior to the academic year, focused on curriculum implementation, instructional strategies, and school culture development. Educators will also participate in 2 additional non-instructional professional development days strategically scheduled throughout the school year, along with 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 2026-27 school year, Bridges Preparatory Academy will continue its 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 redesigned leadership position, will serve as the leader of the professional development program. This role includes overseeing and supervising the Instructional Coaches for Reading, Mathematics, and English Language Development (ELD); conducting classroom walkthroughs and feedback cycles; analyzing and presenting data; and leading Multi-Tiered System of Supports (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.	\$358,784	Y

		The program's core components will include weekly instructional coaching cycles that use 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 (ELs), Socioeconomically Disadvantaged students (SED), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs). 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, biweekly coaching cycles for all instructional staff, and quarterly progress monitoring with program evaluation. This action directly addresses the achievement gaps identified in BPA's needs assessment and aligns with the school's goal to accelerate learning for all students while specifically supporting the 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 (PWIM) specifically designed for English Learners. Social-emotional and behavioral support will be strengthened through ongoing training in restorative practices integrated with BPA's Positive Behavioral Interventions and Supports (PBIS) framework. 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 Savvas Math Curriculum implementation and the Reflex Math Fact and Fluency program. Educators will also receive ongoing support with StudySync implementation. Content-Specific Instructional Coaches To deepen content expertise and instructional effectiveness, BPA will employ both Math Instructional Coach (LREBG Funded: \$18,323.75; CCSPP Grant \$70,385) and ELA Instructional Coach (LREBG Funded \$79,544.37 & LCFF S&C \$26,030.63) for the 2026-27 school year. The Mathematics Instructional Coach will support teachers in developing students' conceptual understanding, procedural fluency, and problem-solving skills. This specialist will provide		
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		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 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 the Los Angeles County Office of Education (LACOE) 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. BPA will continue using StudySync for English Language Arts, enVision Mathematics, Elevate Science, and National Geographic Cengage Learning for 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, ensuring equitable access to grade-level content for BPA's highest-need populations. 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.	\$500	N

4	Closing the Digital Divide	Bridges Preparatory Academy will maintain its one-to-one computing program, 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 and 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. Teacher Technology Development BPA will provide targeted professional development focused 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 BPA will maintain contracted IT support services to ensure reliable technology functionality and prompt resolution of technical issues. BPA will also continue using digital communication platforms, including Zoom for virtual meetings, to maintain connections with families and educational partners when in-person interactions are not 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.	\$34,156	N
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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.

Bridges Preparatory Academy (BPA) developed Goal 3 to formalize and sustain the family and community partnerships that are central to the school's whole-child support model and that have contributed directly to BPA's strongest outcomes on the California School Dashboard. The goal reflects BPA's recognition that authentic family and community engagement is essential to creating the safe, welcoming, inclusive, and positive learning environment in which every student can thrive.

Demonstrated Impact of Family and Community Engagement: BPA's most significant outcomes on the 2025 California School Dashboard occurred in the indicators most directly influenced by family engagement, school climate, and community partnerships. On the 2025 Dashboard, BPA received a Blue performance level for All Students on the Chronic Absenteeism Indicator, with chronic absenteeism declining from 18.1% in 2023-24 to 4.4% in 2024-25. BPA also received a Green performance level for All Students on the Suspension Rate Indicator, with suspension rates declining from 1.4% in 2023-24 to 0.6% in 2024-25, and earned Blue performance levels for English Learners and Hispanic students on the Suspension Rate Indicator.

These outcomes reflect the cumulative impact of strong family communication, targeted family outreach (including home visits for students at risk of chronic absenteeism), community-based mental health partnerships, monthly community circles, and a coordinated school climate framework. The Dashboard results demonstrate that family and community engagement is not a peripheral activity but rather a core driver of the conditions that make student learning possible.

Alignment with the California Community Schools Framework: As a recipient of the California Community Schools Partnership Program (CCSPP) grant, BPA has adopted the California Community Schools Framework and the Four Pillars of Community Schools as the organizing structure for its whole-child approach. Two of the Four Pillars (family and community engagement and collaborative leadership and practice) directly require sustained investment in the partnership-building work this goal describes. The remaining two pillars (integrated student supports and expanded and enriched learning time and opportunities) depend on strong family engagement for effective implementation. Goal 3 therefore operationalizes BPA's commitment to community schools implementation across all four pillars.

Need for Continued and Deepened Engagement: While BPA has built strong foundations in family communication (through ParentSquare, PowerSchool Parent Portal, and bilingual outreach), advisory committee participation (English Learner Advisory Committee, Parent Advisory Committee, and Community Schools Steering Committee), and parent education programming (PEBSAF workshops, Ready4K, and Coffee with the Principal), the needs assessment and educational partner input have identified opportunities to deepen this work for 2026-27. Priorities include strengthening authentic family voice

in decision-making, expanding bilingual access to all parent education and engagement opportunities, deepening community partnerships that address student mental health and social-emotional needs, and ensuring that families of Unduplicated Pupils, English Learners, and Students with Disabilities are full partners in their children's education.

Educational Equity and Inclusion: Goal 3 explicitly addresses the conditions necessary for every student to experience a safe, welcoming, inclusive, and positive learning environment, with particular focus on student groups that have historically experienced barriers to full participation. BPA's commitment to language access (with all communications provided in English and Spanish per California Education Code 48985), to equity-focused practices (including the schoolwide uniform initiative to reduce socioeconomic barriers to participation), and to community partnerships that address mental health, attendance, and family wellness reflects BPA's understanding that learning environments are shaped by relationships, resources, and a sense of belonging.

Alignment with Statewide Engagement Initiatives: BPA's participation in the California Community Engagement Initiative (CEI) and the GENIUS Initiative ensures that the school's family engagement practices remain aligned with statewide best practices and evidence-based approaches. Continued engagement in these statewide professional learning communities builds the capacity of BPA staff to engage authentically with families, integrate family voice into continuous improvement processes, and develop community partnerships that strengthen the whole-child support model.

Educational Partner Input: Goal 3 reflects input from BPA's educational partners. Parents and guardians engaged through advisory committees, Coffee with Admin sessions, and community engagement events have consistently identified strong communication, bilingual access, opportunities for meaningful involvement, and parent education as priorities. Students engaged through Student Council, the Student Advisory Committee, and the California Healthy Kids Survey have identified school climate, student voice, and a sense of belonging as priorities. Community partners, including mental health providers and the California State University, Long Beach Social Work Intern partnership, have identified continued collaboration as essential to meeting student and family needs. This alignment between educational partner priorities and demonstrated Dashboard outcomes confirms that Goal 3 addresses both community-identified needs and data-identified priorities.

BPA developed Goal 3 to sustain and deepen the family and community engagement work that has produced the school's strongest Dashboard outcomes, to fully operationalize the California Community Schools Framework and its Four Pillars, to address the conditions necessary for every student to experience a safe, welcoming, inclusive, and positive learning environment, and to ensure that parents, families, and community members are genuine partners in the education of every BPA student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Good	2025-26: Exemplary	2026-27: Exemplary	No Difference
18	Parent input in decision-making for UP & SWD. (Questions 9-12)	<u>2023-24:</u> 9. 4 10. 5 11. 4	<u>2024-25:</u> 9. 5 10. 4 11. 4	<u>2025-26:</u> 9. 5 10. 5 11. 5	<u>2026-27:</u> 9. 5 10. 5 11. 5	9. +1 10. 0 11. +1 12. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<u>Rating Scale:</u> 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	12. 5	
19	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 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	<u>2023-24:</u> 1. 5 2. 5 3. 4 4. 5	<u>2024-25:</u> 1. 5 2. 5 3. 4 4. 5	<u>2025-26:</u> 1. 5 2. 5 3. 5 4. 5	<u>2026-27:</u> 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. +1 4. 0
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source:	<u>2023-24:</u> 60% Sense of Safety 49% School connectedness	<u>2024-25:</u> 67% Sense of Safety 60% School Connectedness	<u>2025-26:</u> 78% Sense of Safety 66% School Connectedness	<u>2026-27:</u> 80% Sense of Safety 75% School Connectedness	+18% Sense of Safety +17% School Connectedness
21	Other Local Measure - Parent Survey: Sense	<u>2023-24:</u>	<u>2024-25:</u>	<u>2025-26:</u> 59% Sense of Safety	<u>2026-27:</u> 75% Sense of Safety	-23% Sense of Safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of safety & school connectedness. Source:	82% Sense of Safety 79% School connectedness	76% Sense of Safety 94% School Connectedness	68% School Connectedness	75% School Connectedness	-11% School Connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source:	<u>2023-24:</u> 85% Sense of Safety 79% School connectedness	<u>2024-25:</u> 80% Sense of Safety 69% School Connectedness	<u>2025-26:</u> 95% Sense of Safety 88% School Connectedness	<u>2026-27:</u> >90% Sense of Safety 90% School Connectedness	+10% Sense of Safety +9% School Connectedness

Goal Analysis for 2025-26

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 (BPA) implemented a multi-faceted approach to strengthen student engagement, improve school climate, and maintain a safe, inclusive learning environment for all students. BPA provided experiential learning opportunities, including outdoor education and curriculum-aligned field trips, to deepen content understanding, increase student motivation, and connect learning to real-world contexts.

Student Voice: To elevate student voice, BPA established a Student Advisory Committee that participates in school governance, contributes to LCAP development, and leads schoolwide initiatives that build leadership skills and promote meaningful student engagement.

Positive Behavior Interventions and Supports (PBIS): BPA continued implementation of a comprehensive PBIS framework that includes structured incentive programs, recognition systems, and positive reinforcement strategies. This evidence-based approach is reinforced through schoolwide events, assemblies, and family and community gatherings that strengthen belonging and promote positive relationships among students, staff, and families.

Safety and Security: Implementation proceeded as planned. The Executive Director and Leadership Team conducted a comprehensive review and revision of the Comprehensive School Safety Plan to reflect current best practices and emerging safety needs. The updated plan was communicated to staff, students, and families, including clear safety protocols and emergency procedures. There were no substantive differences between planned and actual implementation.

Equity and Belonging: This action was implemented as planned with no substantive changes. BPA provided a complete set of school uniforms to every student to promote equity, support school safety, and reinforce a positive, unified school culture.

Action 2: This action was fully implemented. Bridges Preparatory Academy (BPA) continues to strengthen meaningful parent and guardian participation in school governance by establishing structured opportunities for families to inform school policies, programs, and priorities. Parents actively participated in formal advisory committees, ensuring that diverse perspectives were represented and incorporated into school decision-making.

Parents and guardians participated in the English Learner Advisory Committee (ELAC/DELAC), EL-PAC (when applicable), the Parent Advisory Committee, and the Community Schools Steering Committee. Through these groups, families provided input on budget priorities, program development, and policies influencing student achievement and school climate.

To ensure equitable access and participation, BPA continues to provide translation and interpretation services. BPA also collaborated with families and community partners to re-engage students, strengthen home-school connections, and support improved attendance, academic achievement, and student well-being. BPA is also preparing to offer virtual participation options to further reduce barriers and increase family engagement.

Action 3: This action was fully implemented. Bridges Preparatory Academy (BPA) implemented comprehensive parent engagement strategies to ensure all families—including those of Unduplicated Pupils (UP) and Students with Disabilities (SWD)—are empowered as active partners in their child’s education.

Communication: BPA continues to maintain consistent, multi-channel communication with families. ParentSquare is used for schoolwide updates and two-way communication, the PowerSchool Parent Portal provides real-time access to attendance, behavior, and academic progress, and the school website offers general information and family resources.

Family Engagement: BPA continues to provide ongoing opportunities for meaningful family engagement, coordinated by the Community Schools Coordinator in partnership with the school social worker, administration, and the Executive Director. Engagement activities included Coffee with the Principal, informal family gatherings, Open House, Back-to-School Night, parent-teacher conferences, Parent Teacher Organization activities, and Parent Advisory Committee (PAC) meetings. Events and meetings were consistently promoted across all communication platforms to maximize participation.

Community Schools Initiative: As a result of CCSPP Grant, the Community Schools Coordinator and school social worker strengthened partnerships with community agencies and organizations aligned to the Four Pillars of Community Schools, MTSS, and ELOP frameworks. BPA also implemented targeted outreach—such as home visits for students who are chronically absent or truant—in collaboration with the school social worker and Executive Director. These efforts supported the development of individualized attendance plans, addressed barriers to participation, and connected families to appropriate services and resources.

Parent Education and Empowerment: BPA implemented parent education and empowerment opportunities through workshops facilitated by LAIRP and school-based staff. The Executive Director, school social worker, and Community Schools Coordinator coordinated and facilitated workshops aligned to parent-identified needs and feedback to strengthen family capacity, engagement, and access to supports.

Action 4: This action was fully implemented. Bridges Preparatory Academy (BPA) maintained safe, clean, and well-functioning facilities for students and staff. BPA conducted the annual Facility Inspection Tool (FIT) assessment as planned and reported results through required accountability documents, including the School Accountability Report Card (SARC) and the Local Control and Accountability Plan (LCAP), with updates to the Local Indicators Report in progress.

Identified facility needs were addressed promptly, with maintenance and repairs prioritized based on urgency and potential impact on student learning. BPA also reviewed progress on facility improvements on a quarterly basis, demonstrating continued compliance with applicable safety standards and sustained implementation of the planned facilities actions.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under Goal 3 during the prior LCAP year. All budgeted resources, including funding for Promoting Positive School Climate, Student Engagement, and a Safe Learning Environment (Action

1), Parent Input in Decision-Making (Action 2), Opportunities Provided to Support Parent Engagement and Participation (Action 3), and Maintaining Safe and Clean School Facilities (Action 4), were expended substantially in alignment with the original budget projections. Bridges Preparatory Academy (BPA) will continue to monitor expenditures across Goal 3 actions on an ongoing basis to ensure that resources continue to be allocated effectively in support of family and community engagement, school climate, student engagement, and facility safety.

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

Action 1: Overall Determination: Effective

BPA fostered a positive school climate, strong student engagement, and a safe learning environment through student voice opportunities, Positive Behavior Interventions and Supports, clear safety communication, and equity-focused practices that strengthened students' sense of belonging.

Student Voice This action was effective. BPA increased student agency and provided students with authentic opportunities to participate in school governance and decision-making.

Positive Behavior Interventions and Supports (PBIS) This action was effective. Student engagement increased, and staff used behavior data more consistently to inform tiered supports for students.

Safety and Security This action was effective. BPA engaged families and the school community through clear communication and shared understanding of safety procedures, contributing to a safe, welcoming, and inclusive learning environment.

Equity and Belonging This action was effective. BPA reduced barriers to student participation and strengthened students' sense of belonging across the school community.

Action 2: This action was effective. BPA's parent engagement efforts through advisory committees ensured diverse family input on school policies, programs, and budget priorities. Translation services supported equitable participation across language groups, and collaboration with families and community partners helped re-engage disconnected students. These efforts strengthened home and school connections and contributed to improvements in attendance, academic engagement, and student well-being.

Action 3: BPA strengthened parent engagement and participation through bilingual communication systems, expanded family engagement opportunities, community-based mental health partnerships, and parent education programming delivered through existing partnerships.

Communication This action was effective. ParentSquare enabled bilingual communication in English and Spanish, improving accessibility and information access for BPA families.

Family Engagement This action was effective. Parent participation increased, family-to-family communication improved, and BPA successfully established a Parent-Teacher Organization (PTO) to support ongoing engagement.

Community Schools Initiative This action was effective. Partnerships with external mental health agencies increased student access to on-site counseling and supported students' social-emotional and behavioral needs.

Parent Education and Empowerment This action was effective. BPA leveraged existing community partnerships to deliver meaningful parent education and strengthen family engagement despite budget limitations.

Action 4: This action was effective. BPA ensured safe and functional facilities through timely Facility Inspection Tool (FIT) assessments, prioritized repairs, and quarterly monitoring. Identified issues were addressed promptly, minimizing instructional disruptions and supporting continued compliance with state facility safety standards.

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.

Bridges Preparatory Academy (BPA) develops a one-year LCAP annually based on local and state data, including the California School Dashboard, and feedback from its educational partners.

For the 2026-27 school year, LCAP Goal 3 has not been changed. The metrics, target outcomes, and actions for the coming year have also not been changed based on reflections on prior practice. However, BPA has recently partnered with the University of Southern California (USC) to provide a leadership program for students that develops future student leaders. These students are anticipated to serve as BPA's Student Ambassadors, supporting school climate, student engagement, and the creation of a positive learning environment for all students.

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 into the development of the school's LCAP and lead schoolwide initiatives that promote engagement and develop leadership skills.	\$50,631	N

Action #	Title	Description	Total Funds	Contributing
		Through this formal structure, students will have authentic opportunities to shape their educational experience and contribute to school improvement efforts. To strengthen student leadership development, BPA will partner with the University of Southern California (USC) Peer Leadership Program, which will provide workshop-based leadership training for BPA's new student ambassadors. The goal of this partnership is for BPA's student ambassadors to lead the Student Leadership Program at BPA, building peer-led structures that sustain student voice across the school community. 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 schoolwide events, assemblies, and family and 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 the plan addresses current best practices and emerging safety needs. The updated plan will be presented to all educational partners, including staff, students, and families, with clear communication of safety protocols and emergency procedures. 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 school safety through easy identification of students and fosters a unified school identity that strengthens BPA's positive school climate.		
2	Parent Input in Decision-Making	Bridges Preparatory Academy recognizes that meaningful parent participation in school governance is essential for student success. BPA will 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 BPA's decision-making processes. Advisory Committee Participation	\$0	N

Action #	Title	Description	Total Funds	Contributing
		Parents and guardians will be invited to participate in the following decision-making bodies: the English Learner 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) as required by California Education Code 52062(a)(1); and the Community Schools Steering Committee. These committees will provide direct input on budget priorities, program development, and policies affecting student achievement and school climate. Community Engagement Initiative (CEI) Participation BPA is a recipient of the California Community Engagement Initiative (CEI), a statewide program led by the California Collaborative for Educational Excellence (CCEE) and the California Association of Bilingual Educators (CABE) in partnership with the State Board of Education. Through CEI participation, BPA will strengthen authentic parent and family engagement in decision-making, build the capacity of educational partners to engage in continuous improvement, and integrate evidence-based community engagement practices into the school's LCAP development process. CEI participation will further enhance BPA's commitment to ensuring that families serve as genuine partners in shaping school policies, programs, and priorities. Language Access and Equitable Participation To ensure equitable access to participation, translation and interpretation services will be provided for all meetings and materials upon request, removing language barriers that might prevent full engagement. Materials will be made available in English and Spanish to support BPA's bilingual family community. Family and Community Partnerships BPA will actively collaborate 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.		
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.	\$55,964	N

Action #	Title	Description	Total Funds	Contributing
		Communication and Access Families will stay connected through multiple platforms, including ParentSquare for regular updates, the 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 BPA's community translation needs, based on primary language surveys and the 15-percent translation threshold for school communications. 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 will foster direct communication between families and school staff while building strong home-school partnerships. Community Schools Initiative The Community Schools Coordinator (CSC) will strengthen BPA's connection to community agencies and organizations that align with the Four Pillars of Community Schools, the Multi-Tiered System of Supports (MTSS), and the Expanded Learning Opportunities Program (ELOP) frameworks. This comprehensive approach will address 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 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, Counselor, and School Social Worker will facilitate workshops on parent-requested topics, including academic support in literacy and mathematics, social-emotional learning, restorative practices, technology and internet safety, understanding Individualized Learning Plans (ILPs), human trafficking awareness, high school transition processes, and the impact of attendance on student outcomes. These workshops will empower parents with knowledge and strategies to actively support their child's educational journey and help students reach their full potential.		

Action #	Title	Description	Total Funds	Contributing
		Continued Engagement Through the Community Engagement Initiative BPA will continue its participation in the California Community Engagement Initiative (CEI) to further strengthen family engagement and parent decision-making at the school. Through CEI participation, BPA will integrate evidence-based community engagement practices, build parent capacity to engage meaningfully in continuous improvement processes, and connect family engagement work directly to LCAP development and implementation.		
4	Maintaining Safe & Clean School Facilities	Bridges Preparatory Academy is committed to maintaining safe, clean, and well-functioning facilities for all students and staff. Facility Inspection Tool (FIT) Assessments BPA will conduct comprehensive facility assessments using the Facility Inspection Tool (FIT) on an annual basis. The FIT assessment evaluates the condition of school facilities across categories including systems (gas, mechanical, sewer), interior surfaces, cleanliness, electrical, restrooms and fountains, safety (fire and emergency systems), structural integrity, and external grounds. Public Reporting and Transparency FIT assessment results will be transparently communicated to the BPA community and the broader public through the School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP), and the Local Indicators Report. These reporting structures ensure ongoing accountability to families, staff, students, and BPA's authorizer. Repair and Remediation Process BPA will prioritize prompt remediation of any identified deficiencies, with maintenance and repairs scheduled based on urgency and impact on the learning environment. Progress on facility improvements will be monitored quarterly to ensure timely completion and ongoing compliance with state facility safety standards.	\$240,338	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$615,078	\$75,809

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
36.48%	0%	\$0	36.48%

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	Analysis of the 2025 California School Dashboard and supplementary internal data (CAASPP/SBAC, NWEA MAP Growth, ELPAC, classroom observations, and student work samples) identified significant and disproportionate academic achievement gaps affecting Bridges Preparatory Academy's (BPA) unduplicated students, including English Learners (ELs), Long-Term English Learners (LTEs, included within the EL student group per Education Code Section 42238.02), foster youth, and low-income (Socioeconomically Disadvantaged) students. In English Language Arts, English Learners performed at -42.9 Distance from Standard (DFS) on the 2025 Dashboard, representing the largest gap among	Goal 1, Action 2 (Addressing Academic Needs to Accelerate Learning) is designed to directly increase and improve services for unduplicated students through a multi-component approach that targets the specific needs identified in the comprehensive needs assessment: <i>Strategic Scheduling.</i> Action 2 implements double-blocks of ELA and Mathematics for struggling learners, increasing instructional time in core content areas. This increase in instructional time is targeted specifically to students performing below grade-level standard, the majority of whom are English Learners, Long-Term English Learners, low-income students, and dually identified students.	Following metrics will be used to monitor effectiveness: #1: ELA CAASPP #2: Math CAASP

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
	numerically significant student groups, despite an 18-point year-over-year improvement. Socioeconomically Disadvantaged students performed at -28.6 DFS, and the All Students group performed at -22.9 DFS. Students with Disabilities, many of whom are also unduplicated students, performed approximately 68.7 points below grade-level standard in ELA based on internal data analysis. In Mathematics, the achievement gaps are even more pronounced. English Learners declined to -81.5 DFS in 2025 (Orange performance level), Socioeconomically Disadvantaged students declined to -80.1 DFS (Orange), and the All Students group declined to -74.6 DFS. All numerically significant student groups moved from Yellow performance levels in 2024 to Orange in 2025, indicating a critical and worsening academic priority for BPA's unduplicated student population. The comprehensive needs assessment identified specific instructional and resource factors contributing to these gaps for unduplicated students, including limited differentiated materials for ELs and students reading below grade level, insufficient access to high-quality reading and mathematics intervention resources, limited scaffolding for English Learners across content areas, inadequate Tier 2 and Tier 3 intervention capacity for students performing significantly below grade level, and insufficient additional instructional time allocated to students requiring extended learning support.	<i>Daily Learning Labs.</i> Action 2 provides dedicated intervention periods with multiple opportunities for Tier 2 targeted support and small-group instruction. Learning Lab participation is determined by assessment data, with English Learners, Long-Term English Learners, and low-income students disproportionately represented based on identified academic need. <i>Instructional Aide Tier 1 Support.</i> Action 2 funds Instructional Aides who deliver daily Tier 1 support through small-group instruction in ELA and Mathematics. These aides are deployed in classrooms with the highest concentrations of unduplicated students requiring additional support, improving the quality and intensity of Tier 1 instruction. <i>Evidence-Based Digital Platforms.</i> Action 2 funds access to BrainPOP, iXL, and Reflex Math, providing differentiated digital instruction that adapts to each student's performance level. These platforms include language scaffolding features that specifically support English Learners and Long-Term English Learners, as well as foundational skill remediation that supports students performing below grade level. <i>Expanded Learning Opportunities Program (ELOP).</i> Action 2 continues BPA's ELOP, providing academic and social enrichment through daily afterschool programs, intersession activities, and summer programming. ELOP services prioritize unduplicated students, with attendance and participation data showing disproportionate enrollment by English Learners, Long-Term English Learners, and low-income students who benefit from extended learning time. <i>Mathematics Instructional Coach/Interventionist.</i> Action 2 funds a Mathematics Instructional Coach/Interventionist (cost identified in Goal 2, Action 2) focused specifically on addressing	

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
		achievement gaps for English Learners and Students with Disabilities. In the direct intervention role, this position provides Tier 2 and Tier 3 mathematics support to students with significant needs, using diagnostic assessments to create targeted intervention plans. In the professional development role, this coach builds teacher capacity to deliver language-rich mathematics instruction that benefits English Learners and Long-Term English Learners. <i>Reading Instructional Coach/Interventionist.</i> Action 2 funds a Reading Instructional Coach/Interventionist (cost identified in Goal 2, Action 2) grounded in the Science of Reading. This position delivers intensive Tier 3 reading interventions for students with significant literacy needs, the majority of whom are unduplicated students performing below grade level. The coach also leads Science of Reading training, develops academic language instruction that benefits English Learners, and collaborates with special education and general education teachers to ensure alignment with IEPs for dually identified unduplicated students. Through this combination of strategic scheduling, technology-enhanced learning, expanded learning opportunities, and specialized instructional coaching, Action 2 simultaneously increases services (in quantity, through additional instructional time, daily Learning Labs, ELOP programming, and Tier 2 and Tier 3 intervention capacity) and improves services (in quality, through specialized coaching, evidence-based instructional methodologies, language-rich instruction, and Science of Reading-aligned literacy support) for unduplicated students. Justification for Providing This Action on a Schoolwide Basis Goal 1, Action 2 is provided on a schoolwide basis rather than as a Limited action because of BPA'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
		specific demographic and educational context, which makes a schoolwide design the most effective and efficient approach to improving outcomes for unduplicated students. <i>Demographic concentration of unduplicated students.</i> BPA serves 164 students in grades 6-8, of whom 91% are Hispanic, 24% are English Learners, 15.2% are Students with Disabilities, and 84% are Socioeconomically Disadvantaged. BPA's unduplicated pupil percentage substantially exceeds the schoolwide threshold under California's Local Control Funding Formula. Given that the vast majority of BPA students are unduplicated, a schoolwide implementation ensures that all unduplicated students benefit from the action, including those who may not be specifically targeted by a Limited action design (such as low-income students who do not also qualify as English Learners or foster youth). <i>Integrated MTSS framework requires schoolwide delivery.</i> Action 2 is delivered through BPA's Multi-Tiered System of Supports (MTSS) framework, which requires schoolwide implementation to function effectively. Universal Tier 1 instructional improvements (including the double-block scheduling, Learning Labs, and Instructional Aide deployment) must be available to all students to allow accurate identification of which students require Tier 2 and Tier 3 intervention. Limiting Tier 1 improvements to specific student groups would undermine the MTSS framework's diagnostic capacity and reduce the effectiveness of the targeted Tier 2 and Tier 3 interventions for unduplicated students. <i>Schoolwide design improves outcomes for unduplicated students more effectively than limited action design.</i> The Mathematics and Reading Instructional Coaches deliver both direct intervention (which is prioritized for unduplicated students performing below grade level) and professional	

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
		development that builds teacher capacity across all classrooms. Building teacher capacity schoolwide improves the quality of instruction that unduplicated students receive in every classroom, every day, beyond the direct intervention periods. A Limited action that confined coaching to specific student groups would forgo this multiplier effect and would limit the impact of the coach's expertise to a smaller fraction of the unduplicated students' instructional day. <i>Schoolwide design responds to educational partner input.</i> Throughout the LCAP development cycle, educational partners across all groups (Teachers, Administrators, the Parent Advisory Committee, the combined ELAC and DELAC, the Student Advisory Committee, and the SELPA) identified the need for integrated, schoolwide approaches to closing achievement gaps for unduplicated students. Educational partners explicitly affirmed that BPA's strongest outcomes have resulted from integrated schoolwide implementation of MTSS, PBIS, and the California Community Schools Framework. The schoolwide design of Action 2 directly reflects this educational partner consensus.	
Goal 1, Action 3	Analysis of the 2024 and 2025 California School Dashboard, internal attendance and behavior data, the California Healthy Kids Survey (CHKS), the annual parent climate survey, and feedback from educational partners identified significant social-emotional, behavioral, and mental health needs that disproportionately affect Bridges Preparatory Academy's (BPA) unduplicated students, including English Learners (ELs), Long-Term English Learners (LTELs, included within the EL student group per Education Code Section 42238.02), foster youth, and low-income (Socioeconomically Disadvantaged) students.	Goal 1, Action 3 (Addressing Social-Emotional and Behavioral Student Needs) is designed to directly increase and improve services for unduplicated students through a multi-component approach that targets the specific needs identified in the comprehensive needs assessment: <i>MTSS SUMS and PBIS implementation.</i> Action 3 continues BPA's participation in the Scale-Up MTSS Statewide (SUMS) Grant and the Los Angeles County Office of Education (LACOE) PBIS Community of Practice, ensuring that staff capacity to identify student needs, deliver tiered supports, and monitor student progress continues to grow. These frameworks ensure	Following metrics will be used to monitor effectiveness: • #7: Attendance Rate • #8: Chronic absenteeism Rate • #10: Suspension Rate • #20: Student School Climate Survey

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
	While BPA achieved a Blue performance level for All Students on the Chronic Absenteeism Indicator on the 2025 California School Dashboard, with chronic absenteeism declining from 18.1% in 2023-24 to 4.4% in 2024-25, sustaining this performance requires continued and targeted investment in attendance, social-emotional, behavioral, and mental health support. The most significant attendance and engagement risks at BPA fall disproportionately on unduplicated students. Specifically, the comprehensive needs assessment identified: <i>Disparate risk of chronic absenteeism for unduplicated students.</i> Research and BPA's own historical data confirm that English Learners, low-income students, and foster youth experience attendance barriers at higher rates than non-unduplicated students. These barriers include family instability, housing insecurity, transportation challenges, healthcare access limitations, family caregiving responsibilities, and language barriers that limit family-school communication. Without continued targeted intervention, BPA's strong chronic absenteeism outcomes are at risk of regression, particularly for unduplicated students. <i>Disproportionate mental health and trauma exposure.</i> BPA serves students from the Compton community, where students disproportionately experience Adverse Childhood Experiences (ACEs), community violence exposure, housing instability, and family economic stress. These experiences disproportionately affect low-income students, English Learners (whose families often face additional immigration-related and language-access stressors), and foster youth (whose foster status by definition reflects family disruption). The needs assessment confirmed that BPA's unduplicated students require sustained access to social-emotional, behavioral, and	that unduplicated students receive timely identification and appropriate Tier 2 and Tier 3 intervention based on individual need. <i>Restorative practices and trauma-sensitive approach.</i> Action 3 continues staff training in restorative practices aligned with the California Community Schools Framework. This trauma-sensitive approach is specifically designed to support students who have experienced ACEs, community violence, and family instability, conditions that disproportionately affect unduplicated students at BPA. <i>Ripple Effects SEL curriculum.</i> Action 3 continues the implementation of the Ripple Effects social-emotional learning curriculum, a CASEL-designated program recognized by the National Dropout Prevention Center. Ripple Effects research demonstrates effectiveness in improving outcomes for students who have experienced trauma, who are at risk of dropout, and who require additional social-emotional support, populations that disproportionately overlap with BPA's unduplicated student group. <i>Community Schools Coordinator and home visits.</i> Action 3 funds the Community Schools Coordinator position, which conducts targeted outreach including home visits for students at risk of chronic absenteeism. Home visits are disproportionately allocated to families of unduplicated students, since attendance barriers fall disproportionately on these families. The Coordinator also partners with the Counselor and Executive Director to develop individualized attendance plans for students at risk of chronic absenteeism. <i>Personalized Support Planning (Individualized Learning Plans).</i> Action 3 includes the development of Individualized Learning Plans (ILPs) for each student through collaboration between the Principal/Instructional Coach, teachers, parents, and	

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
	mental health support to address these underlying barriers to learning. <i>Need for sustained MTSS, PBIS, and Community Schools Framework implementation.</i> While BPA's integrated implementation of the Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and California Community Schools Framework has produced measurable outcomes, the depth of implementation must continue and expand to address remaining needs and to ensure equitable access to tiered supports for all unduplicated student groups. <i>Family engagement and home-school connection needs.</i> Educational partner feedback, including from the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC), and the annual climate survey, identified family engagement, communication, and home-based support as priorities. Families of unduplicated students disproportionately benefit from intensive family outreach, home visits, and bilingual communication, since these services remove specific barriers that affect unduplicated families at higher rates.	students. ILPs ensure personalized academic and social-emotional support that responds to each student's identified needs, with particular benefit for unduplicated students who require coordinated, individualized planning to address compounding barriers. <i>Community Engagement Initiative (CEI) and GENIUS Initiative.</i> Action 3 continues BPA's participation in the California Community Engagement Initiative (CEI) and the GENIUS Initiative, building staff capacity to engage with families and community partners on the social, emotional, and mental health needs of students. These statewide initiatives disproportionately benefit unduplicated students, since they focus on building authentic family engagement with historically underserved communities. <i>CSULB Social Work Intern partnership.</i> Action 3 establishes a new partnership with California State University, Long Beach (CSULB) to host a Social Work Intern under the supervision of BPA's Social Worker. This partnership expands BPA's mental health capacity to deliver additional individual and small-group counseling, with services prioritized for students identified through MTSS data as having the most significant social-emotional and mental health needs. Many of these students are unduplicated. Through this combination of frameworks, curriculum, dedicated staffing, family outreach, and external partnerships, Action 3 simultaneously increases services (in quantity, through additional home visits, Advisory check-ins, counseling capacity, and ILP development) and improves services (in quality, through trauma-sensitive practices, CASEL-designated curriculum, evidence-based PBIS implementation, and CCSPP-aligned Community Schools Framework integration) for unduplicated students.	

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
		Justification for Providing This Action on a Schoolwide Basis Goal 1, Action 3 is provided on a schoolwide basis rather than as a Limited action because of BPA's demographic concentration, the integrated nature of the MTSS framework, and the specific design of the social-emotional and behavioral support model. <i>Demographic concentration of unduplicated students.</i> BPA serves 164 students in grades 6-8, of whom 91% are Hispanic, 24% are English Learners, 15.2% are Students with Disabilities, and 84% are Socioeconomically Disadvantaged. BPA's unduplicated pupil percentage substantially exceeds the schoolwide threshold under California's Local Control Funding Formula. With the overwhelming majority of BPA students qualifying as unduplicated, a schoolwide implementation ensures that all unduplicated students benefit from Action 3's social-emotional, behavioral, and mental health supports, including students who may not be specifically targeted by a Limited action design. <i>Integrated MTSS framework requires schoolwide delivery.</i> Action 3 is delivered through BPA's MTSS framework, which functions effectively only when Universal Tier 1 supports (including the Advisory course, PBIS framework, Ripple Effects SEL curriculum, and restorative practices) are available to all students. The MTSS framework's diagnostic function (identifying which students require Tier 2 and Tier 3 intervention) depends on Tier 1 implementation being universal. Restricting Tier 1 supports to specific student groups would undermine the framework's ability to identify and respond to the social-emotional, behavioral, and mental health needs of unduplicated students. <i>Community Schools Framework requires whole-school implementation.</i> As a recipient of the California Community Schools Partnership Program (CCSPP)	

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
		grant, BPA implements the Community Schools Framework and the Four Pillars of Community Schools. The Four Pillars (integrated student supports, family and community engagement, collaborative leadership and practice, and expanded and enriched learning time and opportunities) require schoolwide implementation by design. The Community Schools Framework is fundamentally a whole-school model that improves outcomes for unduplicated students by transforming the conditions of learning across the entire school. <i>Schoolwide design improves outcomes for unduplicated students more effectively than limited action design.</i> The Social Worker, Community Schools Coordinator, and CSULB Social Work Intern deliver both direct services (which are prioritized for students with the most significant needs, the majority of whom are unduplicated) and schoolwide systems building (SEL curriculum implementation, PBIS framework, restorative practices training, family engagement structures). Building schoolwide systems improves the conditions of learning that unduplicated students experience every day, in every class, beyond the direct service touchpoints. A Limited action that confined these services to specific student groups would forgo this systemic effect and limit the impact on unduplicated students. <i>Schoolwide design responds to educational partner input.</i> Educational partners across all groups (the PAC, the combined ELAC and DELAC, the Student Advisory Committee, teachers, administrators, and the LACOE SELPA) consistently identified BPA's integrated MTSS, PBIS, and Community Schools implementation as the school's strongest area of effectiveness, evidenced by the Blue performance level on the Chronic Absenteeism Indicator and Green performance level on the Suspension Rate Indicator on the 2025 Dashboard. Educational partners explicitly affirmed	

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
		that this integrated schoolwide approach is what produces these outcomes and that continuing this approach schoolwide is the most effective way to sustain and extend the gains for unduplicated students. How the Action Is Intended to Improve Outcomes for Unduplicated Student Groups Compared to All Students While Action 3 is implemented on a schoolwide basis, it is specifically designed to improve outcomes for unduplicated students at a greater rate than for all students by: <i>Targeting home visits and family outreach to unduplicated families.</i> The Community Schools Coordinator and Social Worker disproportionately allocate home visit time to families experiencing the attendance and engagement barriers most commonly faced by unduplicated families, including housing instability, language barriers, transportation challenges, and family economic stress. This targeted family outreach disproportionately benefits unduplicated students. <i>Allocating Tier 2 and Tier 3 mental health services to students with highest need.</i> The Social Worker and CSULB Social Work Intern provide individual and small-group counseling that is prioritized through MTSS data for students with the most significant social-emotional and mental health needs. These students are disproportionately unduplicated students who have experienced ACEs, trauma, and family disruption at higher rates than non-unduplicated students. <i>Providing bilingual communication and family engagement.</i> Action 3 integrates with BPA's bilingual communication systems (ParentSquare) and family engagement opportunities (Coffee with the Principal, ELAC, and Community Schools Steering Committee). Bilingual access disproportionately benefits families of	

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
		English Learners and Long-Term English Learners, ensuring that families of unduplicated students can engage as full partners in their children's education. <i>Delivering trauma-sensitive instruction and practices.</i> The restorative practices training, Ripple Effects SEL curriculum, and trauma-sensitive approach throughout BPA are specifically designed to support students who have experienced trauma, ACEs, and community violence. Because these experiences disproportionately affect unduplicated students at BPA, the trauma-sensitive practices throughout the school disproportionately benefit unduplicated students. <i>Coordinating with IEPs and Section 504 plans for dually identified unduplicated students.</i> For unduplicated students who are also Students with Disabilities, Action 3 coordinates SEL, behavioral, and mental health supports with IEP goals and accommodations, ensuring that dually identified students receive integrated, coordinated services rather than fragmented supports. Measurement of Effectiveness Effectiveness of Action 3 in increasing or improving services for unduplicated students will be measured through: <i>California School Dashboard outcomes.</i> BPA will monitor the Chronic Absenteeism Indicator and Suspension Rate Indicator for English Learners, Socioeconomically Disadvantaged students, and (where numerically significant) foster youth on the 2026 and 2027 Dashboard releases. The target is to maintain Blue or Green performance levels for All Students and to sustain or improve the performance levels for unduplicated student groups. <i>Chronic absenteeism rate disaggregated by student group.</i> BPA will monitor chronic absenteeism rates disaggregated by English Learners, Socioeconomically	

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		Disadvantaged students, foster youth (where applicable), and Students with Disabilities, with the target of maintaining the chronic absenteeism rate at or below 5% across all student groups. <i>Suspension rate disaggregated by student group.</i> BPA will monitor suspension rates disaggregated by student group, with the target of maintaining suspension rates at or below 1% across all student groups, including the Blue performance levels for English Learner and Hispanic student groups on the 2025 Dashboard. <i>Home visit and family engagement data.</i> BPA will track home visits conducted by the Community Schools Coordinator and Social Worker, the percentage of at-risk students who avoid progression to chronic absenteeism following intervention, and family participation in advisory committees and family engagement opportunities, disaggregated by language and unduplicated status where possible. <i>Mental health service delivery data.</i> BPA will track the number of students receiving individual and small-group counseling services from the Social Worker and CSULB Social Work Intern, the frequency of services, and progress monitoring outcomes, disaggregated by unduplicated status. <i>California Healthy Kids Survey (CHKS) and climate survey results.</i> BPA will monitor CHKS data on social-emotional well-being, school connectedness, and safety, along with annual parent climate survey results, to assess whether unduplicated students and their families experience BPA as a safe, welcoming, inclusive, and positive learning environment. Through this comprehensive design, Goal 1, Action 3 meets the statutory requirement to increase and improve services for foster youth, English Learners, and low-income students in proportion to the increase	

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
		in funding BPA receives based on the number and concentration of unduplicated students at the school.	
Goal 2, Action 2	Analysis of the 2024 and 2025 California School Dashboard, CAASPP/SBAC results, NWEA MAP Growth assessments, classroom observation data, and educational partner feedback identified significant teacher capacity and instructional consistency needs that disproportionately affect academic outcomes for Bridges Preparatory Academy's (BPA) unduplicated students, including English Learners (ELs), Long-Term English Learners (LTEs, included within the EL student group per Education Code Section 42238.02), foster youth, and low-income (Socioeconomically Disadvantaged) students. While BPA improved its 2025 Dashboard ELA performance to Yellow for All Students (-22.9 Distance from Standard), demonstrating an 18-point improvement for English Learners and a 12.7-point improvement for Socioeconomically Disadvantaged students, persistent achievement gaps remain. English Learners performed at -42.9 DFS, the largest gap among numerically significant student groups, and Students with Disabilities, many of whom are dually identified as unduplicated students, performed approximately 68.7 points below grade-level standard in ELA. In mathematics, all numerically significant student groups declined from Yellow in 2024 to Orange in 2025, with English Learners performing at -81.5 DFS and Socioeconomically Disadvantaged students at -80.1 DFS. The comprehensive needs assessment identified specific instructional capacity gaps contributing to these unduplicated student outcomes: <i>Inconsistent implementation of evidence-based instructional practices.</i> Classroom observations	Goal 2, Action 2 (Professional Learning) is designed to directly increase and improve services for unduplicated students through a comprehensive instructional coaching framework that builds teacher capacity, delivers direct intervention, and ensures schoolwide implementation of evidence-based practices that disproportionately benefit unduplicated students. The Instructional Coaching team is the central mechanism through which Action 2 increases and improves services for unduplicated students: <i>Principal/Instructional Coach.</i> The Principal/Instructional Coach serves as the leader of the professional development program, supervising the Mathematics, Reading, and English Language Development (ELD) Instructional Coaches, conducting classroom walkthroughs and feedback cycles, analyzing and presenting data, leading MTSS meetings, and providing direct instructional coaching across content areas. This redesigned leadership position ensures cohesive coordination across the content-area coaches and aligns coaching priorities with the academic needs of unduplicated students identified through MTSS data. <i>Mathematics Instructional Coach/Interventionist.</i> The Mathematics Coach (partially funded with Learning Recovery Emergency Block Grant funds at \$53,300) focuses on addressing significant mathematics achievement gaps, with explicit prioritization of English Learners and Students with Disabilities. In the professional development capacity, the Mathematics Coach leads evidence-based mathematical practices training, supports implementation of concrete-representational-abstract instructional sequences, facilitates mathematical discourse development,	Following metrics will be used to monitor effectiveness: • #14: % teachers fully credentialed and appropriately assigned • #16: Implementation of the State Academic Content & Performance Standards

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
	identified inconsistent modeling of comprehension and problem-solving strategies, limited guided practice before independent work, and overreliance on procedural practice without conceptual understanding development. These instructional patterns disproportionately disadvantage English Learners, Long-Term English Learners, and Students with Disabilities, who require explicit modeling, structured scaffolding, and language-rich instruction to access grade-level content. <i>Insufficient language-rich instruction across content areas.</i> English Learners and Long-Term English Learners require integrated English Language Development (ELD) strategies, structured academic discourse, sentence frames, and explicit academic vocabulary instruction across all content areas. The needs assessment identified that current implementation of integrated ELD strategies is uneven across classrooms, limiting language acquisition progress and academic content access for ELs and LTELs. <i>Limited intervention capacity for students performing significantly below grade level.</i> The needs assessment identified insufficient Tier 2 and Tier 3 intervention capacity for students requiring intensive support. Unduplicated students are disproportionately represented among students performing significantly below grade level, and they disproportionately require the intensive intervention services that current staffing cannot fully deliver. <i>Need for sustained Science of Reading implementation.</i> Literacy gaps affecting ELs, LTELs, and SWDs require systematic, explicit instruction in foundational reading skills grounded in the Science of Reading. The needs assessment identified the need for dedicated coaching and intervention expertise to lead this implementation schoolwide.	conducts classroom observations and model lessons, and guides differentiation and scaffolding techniques with emphasis on language-rich mathematics instruction. In the direct intervention capacity, the Mathematics Coach provides Tier 2 and Tier 3 support to students with significant mathematical needs, using diagnostic assessments to identify skill gaps and create targeted intervention plans. Unduplicated students are disproportionately represented among students receiving Tier 2 and Tier 3 mathematics intervention, ensuring that the Coach's direct intervention time disproportionately benefits ELs, LTELs, and low-income students. <i>ELA Instructional Coach (Reading Instructional Coach/Interventionist).</i> The ELA Coach (partially funded with Learning Recovery Emergency Block Grant funds at \$57,576) is grounded in the Science of Reading and focuses on enhancing literacy instruction across all content areas. In the professional development capacity, the ELA Coach leads comprehensive Science of Reading training, supports implementation of research-based literacy strategies across content areas, conducts weekly observations with model lessons and individualized coaching, facilitates Professional Learning Communities (PLCs) focused on literacy data analysis, develops text-dependent questioning techniques, and guides the development of academic language instruction that benefits English Learners. In the direct intervention capacity, the ELA Coach delivers intensive Tier 3 reading interventions for students with significant literacy needs, conducts detailed assessments to identify skill gaps, implements systematic and explicit instruction in foundational reading skills, and collaborates with special education and general education teachers to ensure alignment with IEPs. Because unduplicated students are disproportionately represented among students requiring Tier 3 literacy intervention, the ELA Coach's direct intervention time	

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	<i>Need for sustained conceptual mathematics instruction.</i> Mathematics declines across all student groups indicate the need for dedicated coaching and intervention expertise to shift instruction from procedural focus to integrated conceptual understanding, procedural fluency, and problem-solving development, with particular attention to language-rich mathematics instruction for ELs and LTELs.	disproportionately benefits ELs, LTELs, low-income students, and dually identified students. <i>English Language Development (ELD) Instructional Coach.</i> The ELD Coach (funded with LCFF Supplemental and Concentration at \$88,562.57 and Learning Recovery Emergency Block Grant funds at \$28,437.43; programmatic detail captured in Goal 1, Action 4) is specifically focused on enhancing English Learner program effectiveness, addressing the distinct language development needs of newcomer ELs and Long-Term English Learners. While the ELD Coach's programmatic deployment is described under Goal 1, Action 4, the coach is part of the integrated coaching team coordinated through Action 2 and collaborates with the Mathematics and ELA Coaches to ensure language-rich instruction across all content areas. The ELD Coach's role exclusively serves English Learner needs and is therefore the most direct mechanism by which Action 2 increases and improves services for the English Learner student group. <i>Two additional non-instructional professional development days.</i> For 2026-27, Action 2 adds two additional non-instructional professional development days to complement the existing weekly collaborative professional learning sessions. These additional days provide expanded time for the Instructional Coaches to deliver content-area training, conduct PLCs, and build teacher capacity in instructional strategies that disproportionately benefit unduplicated students. <i>Targeted professional learning focus areas.</i> The Instructional Coaches deliver professional learning in priority areas identified through the needs assessment, including Carol Dweck's Growth Mindset framework, Cengage ELD adoption with co-teaching strategies, the Picture Word Inductive Model (PWIM) for English Learners, restorative practices, The Writing Revolution and writing across the curriculum, Savvas Math curriculum implementation, Reflex Math Fact and	

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
		Fluency, and StudySync implementation. These focus areas directly address instructional gaps that disproportionately affect unduplicated students. Through this integrated coaching team and expanded professional development structure, Action 2 simultaneously increases services (in quantity, through additional intervention capacity, expanded PD time, weekly coaching cycles, and direct Tier 2 and Tier 3 intervention) and improves services (in quality, through Science of Reading-aligned literacy instruction, language-rich mathematics instruction, evidence-based mathematical practices training, and integrated ELD strategies) for unduplicated students. Justification for Providing This Action on a Schoolwide Basis Goal 2, Action 2 is provided on a schoolwide basis rather than as a Limited action because the Instructional Coaching model improves outcomes for unduplicated students more effectively as a schoolwide design than as a limited service. <i>Demographic concentration of unduplicated students.</i> BPA serves 164 students in grades 6-8, of whom 91% are Hispanic, 24% are English Learners, 15.2% are Students with Disabilities, and 84% are Socioeconomically Disadvantaged. BPA's unduplicated pupil percentage substantially exceeds the schoolwide threshold under California's Local Control Funding Formula. With the overwhelming majority of BPA students qualifying as unduplicated, schoolwide deployment of the Instructional Coaches ensures that all unduplicated students benefit from improved instructional quality in every classroom, every day. <i>Schoolwide teacher capacity building produces multiplier effects for unduplicated students.</i> The Instructional Coaches deliver both direct intervention (which is prioritized for unduplicated students	

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		performing below grade level) and professional development that builds teacher capacity across all classrooms. Building teacher capacity schoolwide improves the quality of every instructional minute that unduplicated students receive, including during core instruction, transitions, small-group work, and independent practice. The Mathematics Coach's training on concrete-representational-abstract sequences and mathematical discourse, the ELA Coach's Science of Reading training, and the ELD Coach's language-rich instruction training each transform classroom instruction in ways that unduplicated students experience throughout their school day. A limited action that confined coaching to specific student groups would forgo this multiplier effect and would restrict the impact of the coaches' expertise to a much smaller fraction of unduplicated students' instructional time. <i>Integrated coaching team requires coordinated schoolwide deployment.</i> The Mathematics Coach, ELA Coach, and ELD Coach work as an integrated team under the Principal/Instructional Coach's leadership, collaborating to ensure language-rich instruction across all content areas. This integration is critical because English Learners and Long-Term English Learners benefit most when their language development needs are addressed simultaneously in mathematics, literacy, and content classes. A limited action design that separated the coaches' work or confined it to specific student groups would undermine this integration and reduce its effectiveness for ELs and LTELs. <i>Schoolwide design supports MTSS framework function.</i> Action 2 is delivered through BPA's Multi-Tiered System of Supports (MTSS) framework, which requires schoolwide implementation. The Instructional Coaches contribute to Tier 1 instructional improvement (through professional development), Tier	

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
		2 small-group intervention, and Tier 3 intensive intervention. Limiting any of these tiers to specific student groups would disrupt the MTSS framework's diagnostic and intervention capacity, which is essential to identifying and serving the unduplicated students with the most significant academic needs. <i>Schoolwide design supports teacher retention, which disproportionately benefits unduplicated students.</i> Research consistently demonstrates that schools with strong professional learning systems, robust instructional coaching, and collaborative learning cultures retain teachers at higher rates than schools without these structures. Teacher retention disproportionately benefits unduplicated students, who suffer the largest academic consequences from teacher turnover. By investing in schoolwide instructional coaching, Action 2 builds the conditions for teacher retention that protect unduplicated students from instructional disruption. <i>Schoolwide design responds to educational partner input.</i> Educational partners across all groups (teachers, administrators, the Parent Advisory Committee, the combined English Learner Advisory Committee and District English Learner Advisory Committee, the Student Advisory Committee, and the LACOE SELPA) consistently affirmed the value of BPA's instructional coaching model and identified continued investment in coaching as a priority. Teachers specifically requested more targeted coaching, cross-disciplinary curriculum integration, and grade-level horizontal planning, all of which are coordinated through the Instructional Coaching team. The schoolwide design of Action 2 directly reflects this educational partner consensus.	

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	Analysis of the 2024 and 2025 California School Dashboard, ELPAC results, CAASPP/SBAC results, NWEA MAP Growth assessments, classroom observation data, and educational partner feedback identified specific language acquisition and academic achievement needs that uniquely affect Bridges Preparatory Academy's (BPA) English Learner (EL) student group, including Long-Term English Learners (LTELs) and dually identified ELs with disabilities (EL/SWD). Long-Term English Learners are included within the English Learner student group for the purpose of meeting the Increased or Improved Services requirement per Education Code Section 42238.02. While BPA achieved a Green performance level on the 2025 California School Dashboard English Learner Progress Indicator (ELPI), with 57.1% of English Learners and 68.4% of Long-Term English Learners making progress in English language proficiency, persistent academic achievement gaps remain for the EL student group: <i>ELA achievement gap.</i> English Learners performed at -42.9 Distance from Standard (DFS) on the 2025 Dashboard ELA Indicator, the largest gap among numerically significant student groups despite an 18-point year-over-year improvement. Long-Term English Learners are not numerically significant on the Dashboard but represent a persistent area of need based on internal data. <i>Mathematics achievement gap.</i> English Learners performed at -81.5 DFS on the 2025 Dashboard Mathematics Indicator (Orange performance level), a decline of 9.8 points from the 2024 Dashboard. ELs	Goal 1, Action 4 (Equitable Services for English Learners) is designed exclusively to serve the English Learner student group and is therefore identified as a Limited Action under the Increased or Improved Services requirement. Action 4 increases services in quantity (through additional staffing, expanded ELD instructional time, and EL-specific curriculum and platforms) and improves services in quality (through specialized coaching, evidence-based EL methodologies, and revised programmatic structures) exclusively for the EL student group: <i>English Language Development (ELD) Instructional Coach.</i> Action 4 funds an English Language Development Instructional Coach (funded with LCFF Supplemental and Concentration at \$88,562.57 and Learning Recovery Emergency Block Grant funds at \$28,437.43) whose role is exclusively focused on enhancing EL program effectiveness. This specialist provides expert guidance to improve delivery of ELD instruction and accelerate English language acquisition for all EL students. The Coach leads implementation of designated ELD instruction for both newcomer ELs and Long-Term English Learners, addresses their distinct language development needs, and supports all content-area teachers in effectively implementing integrated ELD strategies. Because the ELD Coach's role is exclusively focused on EL services, this position represents the most direct mechanism by which Action 4 increases and improves services for the EL student group. <i>EL Master Plan revision.</i> The ELD Coach leads a comprehensive revision of the EL Master Plan in	• #4: ELPI • #5: ELPAC Proficiency • #6: Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	face the dual challenge of acquiring English proficiency and accessing grade-level mathematics content, requiring integrated language and content instruction. <i>Inconsistent language acquisition progress.</i> While 57.1% of ELs and 68.4% of LTELs made ELPI progress, language acquisition progress is uneven across the EL population, with some students plateauing in their language development, particularly Long-Term English Learners who have been in the EL classification for six or more years. <i>Specific instructional and program needs for English Learners.</i> The comprehensive needs assessment identified specific needs unique to the EL student group, including stronger integration of English Language Development (ELD) strategies into core instruction across content areas; increased structured speaking, reading, and writing practice; specialized support for newcomer ELs and LTELs with distinct language development profiles; centralized EL data management and progress monitoring; accurate identification practices that prevent misidentification of ELs for special education services; and culturally responsive instructional practices that engage English Learners and their families authentically. <i>Need for a revised EL Master Plan.</i> The needs assessment confirmed that BPA's current EL Master Plan requires comprehensive revision to establish clear protocols, instructional expectations, accountability measures, and program structures that respond to the distinct needs of newcomer ELs, LTELs, and EL/SWDs.	collaboration with educational partners, including teachers, administrators, parents (through the combined ELAC and DELAC), and community members. The revised EL Master Plan will establish clear protocols, instructional expectations, accountability measures, and program structures for serving English Learners. This revision exclusively benefits the EL student group by establishing the governance framework for all EL services at BPA. <i>Designated ELD program redesign.</i> The ELD Coach leads a complete restructuring of BPA's designated ELD instructional program, including curriculum, scheduling, grouping strategies, and assessment practices to more effectively address the specific needs of both newcomer ELs and Long-Term English Learners. This redesign is exclusively for the EL student group. <i>Specialized instructional coaching for EL teachers.</i> The ELD Coach provides comprehensive instructional coaching through cycles of observation, feedback, demonstration, and reflection to enhance teacher effectiveness with EL students. The Coach also leads 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 ELs and LTELs. While teachers across all content areas participate in this professional learning, the explicit and exclusive focus of the training is improving instruction for the EL student group. <i>Cengage ELD core curriculum.</i> Action 4 funds Cengage ELD as BPA's core instructional resource for designated ELD instruction. This curriculum is used exclusively in designated ELD periods serving EL students. <i>Push-in support from trained EL Instructional Aide.</i> Action 4 funds a trained EL Instructional Aide who provides push-in supplemental support specifically targeting Long-Term English Learners struggling	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		academically in ELA, ELD, and Mathematics courses. This aide's services are exclusively for the EL student group. <i>BrainPOP EL digital intervention platform.</i> Action 4 funds BrainPOP EL, a digital intervention platform providing differentiated instruction designed specifically to address language learning gaps for English Learners. The platform is used exclusively by EL students. <i>Ellevation platform for EL data management and accommodations.</i> Action 4 funds the Ellevation EL platform, which centralizes EL data, monitors EL progress in real time, and ensures that accommodations are consistently provided to dually identified students (EL/SWDs). Ellevation also enables BPA staff to identify the specific language domains (listening, speaking, reading, and writing) in which English Learners are struggling and supports accurate identification processes that prevent misidentification of ELs for special education services. The platform exclusively serves EL data management. <i>Mathematics support specifically for English Learners.</i> In response to the mathematics achievement gaps identified for ELs, Action 4 implements targeted mathematics supports including ELD Coach collaboration with the Mathematics Instructional Coach (programmatic detail in Goal 1, Action 2; cost in Goal 2, Action 2) to ensure language-rich mathematics instruction. This includes mathematical discourse routines, structured academic conversations, explicit mathematical vocabulary instruction, sentence frames and sentence stems for mathematical reasoning, visual supports and graphic organizers consistent with Project GLAD methodologies, and pre-teaching of mathematical academic vocabulary. While general mathematics instruction reaches all students, the specific language-rich mathematics adaptations	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		described in Action 4 are designed and deployed exclusively to serve the EL student group. <i>EL-focused professional development.</i> The ELD Coach leads professional learning grounded in California EL Roadmap principles, the CDE ELD Standards and teaching modules, effective designated and integrated ELD instructional techniques, and Californians Together EL Roadmap resources developed by Dr. Laurie Olsen. This professional learning is designed exclusively to build teacher capacity to serve English Learners. <i>Program Evaluation and Continuous Improvement.</i> Action 4 includes structured program evaluation specifically for EL services, ensuring that Instructional Learning Plans for English Learners are grounded in sound educational theory and research, implemented with adequately trained teachers and appropriate instructional resources, and regularly evaluated with data-driven program modifications when outcomes indicate improvements are needed. Justification for Limited Action Designation Goal 1, Action 4 is designated as a Limited Action because the services described are exclusively designed for, and exclusively provided to, English Learners (including Long-Term English Learners) as the unduplicated student group statutorily entitled to these services. <i>Services exclusively serve the EL student group.</i> Each component of Action 4 is designed to address the unique language acquisition and English Learner academic needs that do not apply to non-EL students. The ELD Coach, designated ELD instruction, Cengage ELD curriculum, EL Instructional Aide, BrainPOP EL platform, Ellevation EL data system, and EL-focused professional development are all by design exclusively for EL students.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<i>Educational Partner Input from the EL community.</i> The combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) provided direct input into Action 4 design throughout the LCAP development cycle. ELAC meetings on September 3 and 27, 2025, addressed EL Master Plan review and ELAC purpose. The January 21, 2026, meeting addressed Summative ELPAC and Alternate ELPAC preparation. The March 11, 2026, meeting addressed ELPAC completion and score release. The June 3, 2026, meeting addressed reclassification requirements and recognized students who were successfully reclassified. Educational partner input from families of English Learners directly shaped the EL-focused services delivered through Action 4. <i>Alignment with statutory requirements for EL services.</i> Action 4 services align with California Education Code requirements for English Learner programs, including the EL Master Plan, designated and integrated ELD instruction, ELPAC administration, reclassification processes, and EL family engagement. These statutory requirements apply exclusively to English Learners and require dedicated programmatic services and structures. How the Action Improves Outcomes for English Learners While Action 4 is implemented as a Limited Action serving the EL student group exclusively, it is specifically designed to improve outcomes for English Learners through: <i>Accelerating English language acquisition.</i> The ELD Coach, designated ELD instruction, Cengage ELD curriculum, BrainPOP EL, and EL-focused professional development collectively accelerate ELs' progress through the proficiency levels measured by ELPAC and the ELPI on the California School Dashboard.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<i>Accelerating reclassification to Reclassified Fluent English Proficient (RFEP) status.</i> The integrated services in Action 4 are designed to accelerate the reclassification process for ELs who meet California Department of Education reclassification criteria, ensuring that students transition out of EL status when they demonstrate English proficiency. <i>Reducing the academic achievement gap.</i> The combination of designated ELD instruction, integrated ELD strategies across content areas, language-rich mathematics support, and Tier 2 and Tier 3 academic intervention coordinated with the Mathematics and ELA Coaches is designed to reduce the ELA and Mathematics Distance from Standard gaps that ELs experience on the California School Dashboard. <i>Improving services for Long-Term English Learners.</i> The ELD Coach provides specialized programmatic support specifically for LTELs, whose distinct needs are often underserved in traditional EL programs. The 10.5 percentage-point year-over-year ELPI growth for LTELs on the 2025 Dashboard demonstrates the effectiveness of focused LTEL programming, and Action 4 deepens and continues this targeted support. <i>Improving services for dually identified ELs with disabilities (EL/SWDs).</i> The Ellevation platform's specialized resources for supporting ELs with dyslexia and other learning differences, combined with structured collaboration between the ELD Coach, the Reading Coach, and special education staff, ensures that dually identified students receive integrated, IEP-aligned language and academic support. <i>Engaging EL families authentically.</i> The combined ELAC and DELAC structure, bilingual communication through ParentSquare, and the comprehensive EL Master Plan revision (which includes educational partner input from families) ensure that EL families are full partners in their	

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		children's education and that EL services respond to family-identified priorities. Measurement of Effectiveness Effectiveness of Action 4 in increasing and improving services for English Learners will be measured through: <i>California School Dashboard English Learner Progress Indicator (ELPI).</i> BPA will monitor the ELPI performance level for the English Learner student group on the 2026 and 2027 Dashboard releases, with the target of maintaining or improving the Green performance level achieved on the 2025 Dashboard and continuing to grow the percentage of ELs and LTELs making progress in English language proficiency. <i>ELPAC results.</i> BPA will monitor Summative ELPAC results, including the percentage of ELs progressing through each proficiency level, with the target of accelerated progression toward English proficiency for all ELs and LTELs. <i>Reclassification rates.</i> BPA will monitor the percentage of ELs reclassified to RFEP status annually, with the target of continued growth in the reclassification rate based on ELPAC results, academic performance, teacher evaluation, and parent consultation. <i>ELA Distance from Standard for English Learners.</i> BPA will monitor the ELA DFS for the English Learner student group on the 2026 and 2027 Dashboard releases, with the target of continued improvement building on the 18-point year-over-year gain achieved on the 2025 Dashboard. <i>Mathematics Distance from Standard for English Learners.</i> BPA will monitor the Mathematics DFS for the English Learner student group on the 2026 and 2027 Dashboard releases, with the target of reversing the 9.8-point decline observed on the 2025 Dashboard and	

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		demonstrating measurable Mathematics DFS improvement for ELs. <i>NWEA MAP Growth data for English Learners.</i> BPA will monitor NWEA MAP Reading, Mathematics, and Science growth for the EL student group three times annually, with the target of at least one percentile band of growth. <i>Ellevation EL data and accommodations tracking.</i> BPA will use Ellevation to monitor EL progress, accommodation provision for dually identified students, and the accurate identification of ELs to prevent misidentification for special education services. <i>RFEP monitoring.</i> BPA will monitor academic outcomes for RFEP students for four years post-reclassification per California Department of Education requirements, ensuring that reclassified students continue to demonstrate academic success after exiting EL status. Through this comprehensive design, Goal 1, Action 4 meets the statutory requirement to increase and improve services for English Learners in proportion to the increase in funding BPA receives based on the number and concentration of unduplicated students at the school. As a Limited Action, all services described in Action 4 are exclusively provided to English Learners.	

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,679,974.50	\$ 2,568,933.98

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	\$ 3,600
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 500,048	\$ 384,477
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 179,544	\$ 189,844
1	4	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	\$ 193,849	\$ 192,147
1	5	SERVICES TO SUPPORT SWD	No	\$ 189,216	\$ 192,703
				\$ -	
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 883,289	\$ 873,160
2	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 321,407	\$ 330,814
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 18,540	\$ 18,382
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 33,396	\$ 32,676
				\$ -	
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 44,300	\$ 47,035
3	2	PARENT INPUT IN DECISION-MAKING OPPORTUNITIES PROVIDED TO	No	\$ -	\$ -
3	3	SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 62,207	\$ 59,552
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 249,180	\$ 244,543

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 648,774	\$ 794,677	\$ 781,181	\$ 13,496	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	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 211,706	\$ 185,911.05	0.000%	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 179,544	\$ 181,003.68	0.000%	0.000%
1	4	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	\$ 193,849	\$ 192,147.00	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 209,578	\$ 222,119.58	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,685,981	\$ 648,774	0.000%	38.481%	\$ 781,181	0.000%	46.334%	\$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$1,686,322.00	\$615,078.00	36.475%	0.000%	36.475%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,659,188	\$ 759,024	\$ -	\$ 111,835	\$ 2,530,046.37	\$ 1,827,251	\$ 702,795

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 – Assessment	All	No				2026-27	\$ -	\$ 3,763	\$ -	\$ 3,763	\$ -	\$ -	\$ 3,763	0.000%
1	2	Addressing Academic Needs to Accelerate Learning	All	Yes	Schoolwide	All	BPA	2026-27	\$ 232,225	\$ 30,255	\$ 262,481	\$ -	\$ -	\$ -	\$ 262,481	0.000%
1	2	Addressing Academic Needs to Accelerate Learning	All	No				2026-27	\$ 130,400	\$ 33,450	\$ -	\$ 163,850	\$ -	\$ -	\$ 163,850	0.000%
1	3	Addressing Social-emotional & Behavioral Student Needs	All	Yes	Schoolwide	All	BPA	2026-27	\$ 9,671	\$ 28,000	\$ 37,671	\$ -	\$ -	\$ -	\$ 37,671	0.000%
1	3	Addressing Social-emotional & Behavioral Student Needs	All	No				2026-27	\$ 115,875	\$ -	\$ -	\$ 38,100	\$ -	\$ 77,775	\$ 115,875	0.000%
1	4	Equitable Services for English Learners	English Learners	Yes	Limited	English Learners	BPA	2026-27	\$ 173,694	\$ 15,000	\$ 188,694	\$ -	\$ -	\$ -	\$ 188,694	0.000%
1	5	Services to Support Students with Disabilities (SWD)	All	No				2026-27	\$ 103,000	\$ 82,000	\$ -	\$ 150,940	\$ -	\$ 34,060	\$ 185,000	0.000%
2	1	Admin & Educators that Support the Ed. Program	All	No				2026-27	\$ 832,340	\$ -	\$ 832,340	\$ -	\$ -	\$ -	\$ 832,340	0.000%
2	2	Professional Development	All	Yes	Schoolwide	All	BPA	2026-27	\$ 127,909	\$ -	\$ 127,909	\$ -	\$ -	\$ -	\$ 127,909	0.000%
2	2	Professional Development	All	No				2026-27	\$ 60,622	\$ 170,253	\$ 27,019	\$ 203,855	\$ -	\$ -	\$ 230,875	0.000%
2	3	Core Curricular Program Needs	All	No				2026-27	\$ -	\$ 500	\$ 500	\$ -	\$ -	\$ -	\$ 500	0.000%
2	4	Closing the Digital Divide	All	No				2026-27	\$ -	\$ 34,156	\$ 34,156	\$ -	\$ -	\$ -	\$ 34,156	0.000%
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	All	No				2026-27	\$ -	\$ 50,631	\$ 36,631	\$ 14,000	\$ -	\$ -	\$ 50,631	0.000%
3	2	Parent Input in Decision-Making	All	No				2026-27	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	Opportunities Provided to Support Parent Engagement & Participation	All	No				2026-27	\$ 41,515	\$ 14,449	\$ 14,449	\$ 41,515	\$ -	\$ -	\$ 55,964	0.000%
3	4	Maintaining Safe & Clean School Facilities	All	No				2026-27	\$ -	\$ 240,338	\$ 97,338	\$ 143,000	\$ -	\$ -	\$ 240,338	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,686,322	\$ 615,078	36.475%	0.000%	36.475%	\$ 616,754	0.000%	36.574%	Total:	\$ 616,754
								LEA-wide Total:	\$ -
								Limited Total:	\$ 188,694
								Schoolwide Total:	\$ 428,060
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	2	Addressing Academic Needs to Accelerate Learning	Yes	Schoolwide	All	BPA	\$ 262,481	0.000%	
1	3	Addressing Social-emotional & Behavioral Student Needs	Yes	Schoolwide	All	BPA	\$ 37,671	0.000%	
1	4	Equitable Services for English Learners	Yes	Limited	English Learners	BPA	\$ 188,694	0.000%	
2	2	Professional Development	Yes	Schoolwide	All	BPA	\$ 127,909	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, Statutes 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.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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