LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Preparatory Academy
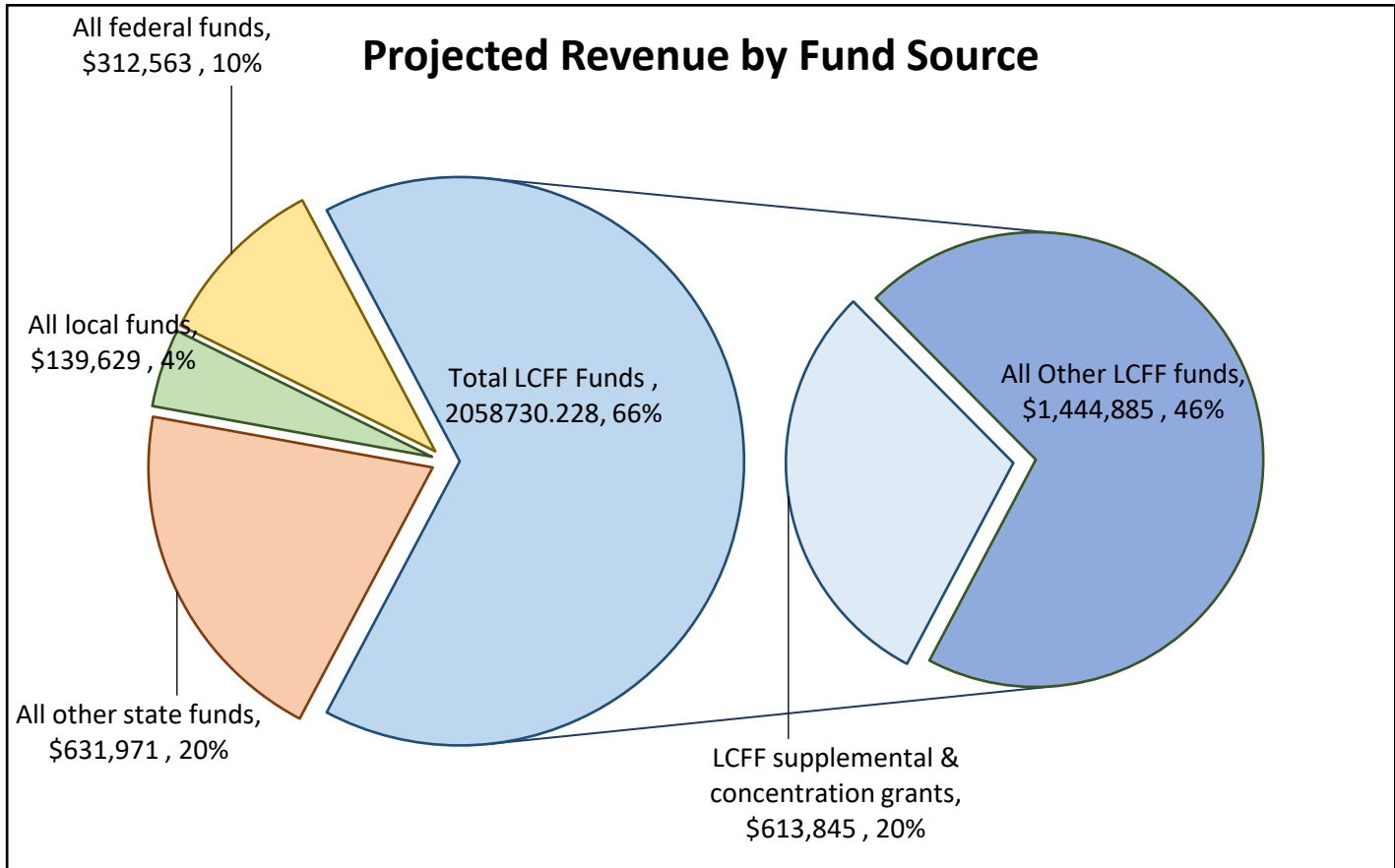
CDS Code: 19 10199 0140798

School Year: 2024-25

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 2024-25 School Year

Projected Revenue by Fund Source

- All federal funds, $312,563 , 10%
- All local funds, $139,629 , 4%
- All other state funds, $631,971 , 20%
- Total LCFF Funds , 2058730.228, 66%
- LCFF supplemental & concentration grants, $613,845 , 20%
- All Other LCFF funds, $1,444,885 , 46%

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 $3,142,894.23, of which $2,058,730.23 is Local Control Funding Formula (LCFF), $631,971.28 is other state funds, $139,629.30 is local funds, and $312,563.42 is federal funds. Of the $2,058,730.23 in LCFF Funds, $613,845.03 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.

Budgeted Expenditures in the LCAP
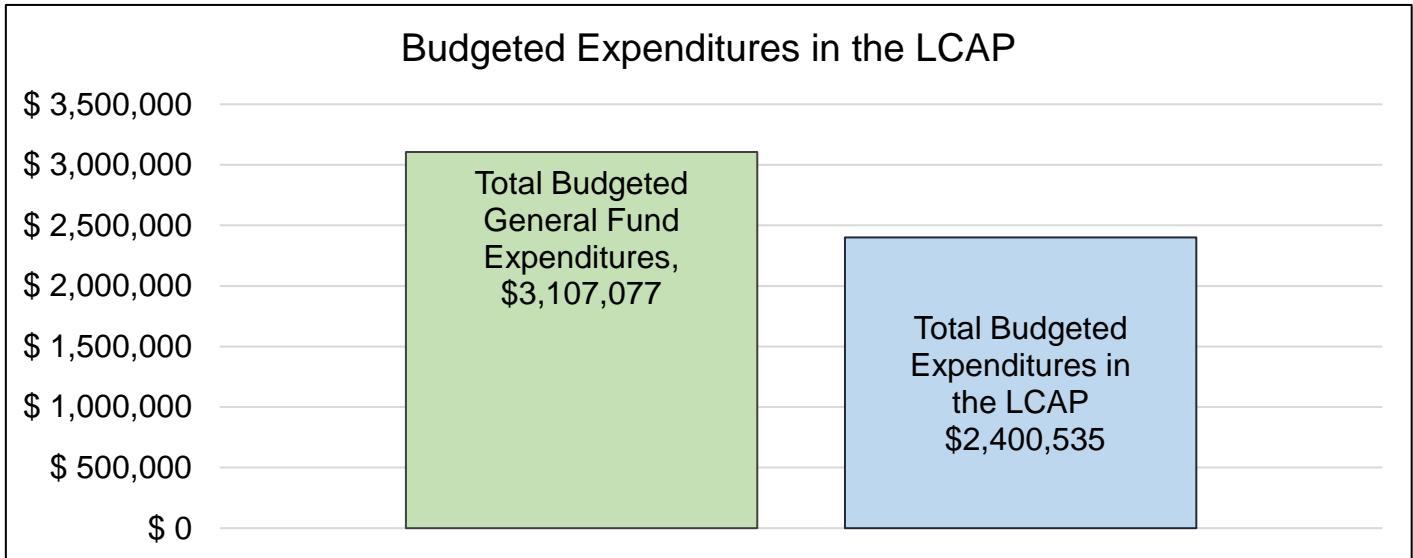
This chart provides a quick summary of how much Bridges Preparatory Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bridges Preparatory Academy plans to spend $3,107,077.08 for the 2024-25 school year. Of that amount, $2,400,534.64 is tied to actions/services in the LCAP and $706,542.44 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
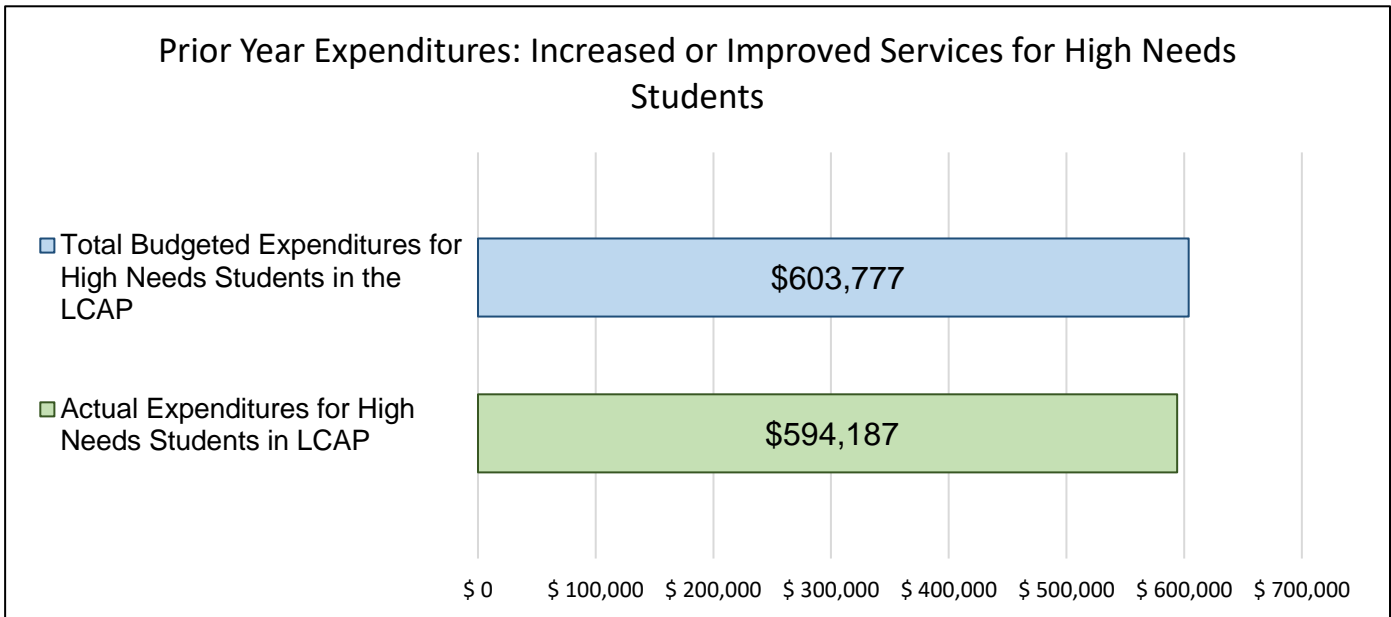
Some student materials, supplies, facilities, meals, insurance, and consultants

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bridges Preparatory Academy is projecting it will receive $613,845.03 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 $628,797.56 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$603,777
☐ Actual Expenditures for High Needs Students in LCAP	$594,187

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

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 2023-24, Bridges Preparatory Academy's LCAP budgeted $603,777.00 for planned actions to increase or improve services for high needs students. Bridges Preparatory Academy actually spent $594,187.23 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $9,589.77 had the following impact on Bridges Preparatory Academy's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	*	*	2021-22: 29.07% met or exceeded standard	2022-23: 46.66% met or exceeded standard	35%
CAASPP Math Source: CDE	*	*	2021-22: 12.34% met or exceeded standard	2022-23: 34.62% met or exceeded standard	20%
CA Science Test: Gr 8 Source: CDE	*	*	2021-22: 5.26%% met or exceeded standard	2022-23: 3.33% met or exceeded standard	10%
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	*	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
% Of students including Unduplicated Pupils,	*	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master School					
Facilities in "good" repair as measured by FIT (source)	*	2021-22: Good	2022-23: Exemplary	2023-24: Exemplary	Good
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	*	*	2021-22: 22.58% Proficient	2022-23: 46.43% Proficient 2023 Dashboard ELPI: 79.2%	25%
Reclassification Rate Source: Dataquest	*	*	2021-22: 29.5%	2022-23: 28.8%	30%
% EL with access to CCSS & ELD Standards Source: Textbook Inventory	*	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

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

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

All six actions for Goal #1 were fully implemented.

- Action 1: Bridges Preparatory Academy (BPA) has successfully employed an Executive Director and Multiple Subject credentialed teachers to serve grades 6-8 and provided them with a broad course of study including electives (Coding, Film & Propaganda, and Creative Writing) as part of the school's educational program.

- Action 2: Bridges Preparatory Academy has successfully implemented the NWEA assessment 3 times a year. The assessment has been used to analyze and measure student progress over the course of the school year, allowing for student academic needs to be identified and met through a Multi-Tiered System of Support (MTSS).

- Action 3: This action has been fully implemented. Bridges Preparatory Academy received a YELLOW Performance Level for the ELA & Math Academic Indicator on the 2023 CA School Dashboard. BPA continues to successfully addresses and accelerating learning through the range of platforms provided to the students. Currently, all students are enrolled in an ELA and/or Math Intervention Course that meets four times per week for one hour. Students are participating in small group instruction, learning lab (online application) for targeted support. Our teachers maximize the use of our learning platform and intervention block. Our students also have access to ELOP for academic and social enrichment that takes place afterschool, intersession and summer programming.

- Action 4: Bridges Preparatory Academy received a BLUE Performance Level for the Suspension Rate Indicator and the Chronic Absenteeism Indicator. This school year, we're in Year 2 of the MTSS SUMS Grant Professional Learning Series and our staff has just completed and received certificate of completion. This year we joined the LACOE PBIS Community of Practice to further strengthen our PBIS and provide coaching for our team. Teachers deliver Social-Emotional lessons daily, incorporating restorative practices, community circles and lessons from the Ripple Effects curriculum. We attribute our 0% Suspension Rate and 0% Chronic absenteeism rates to our staff fidelity towards PBIS, Restorative Practice, MTSS< and planning phase of CA Community Schools Framework.

- Action 5: Bridges Preparatory Academy continues to provide a safe, positive and clean school site to students and staff. We administer the FIT report annually which is reported on the school's SARC, LCAP and Local Indicators Report.

- Action 6: Bridges Preparatory Academy's Special Education team actively provides students with instructional or social emotional supports as stated in the Students' IEP. The Special Education team ensures all meetings and requirements are met on a daily and weekly basis. The Special Education team has attended professional developments and trainings held by the SELPA and other resources to improve student learning.

Our SWD made significant growth on the 2023 CAASPP assessment:

- For ELA: -75.7 DFS, a gain of 5.3 points from Spring 2022 to Spring 2023 CAASPP.

- For Math: -69.9DFS, a gain of 32.2 points from Spring 2022 to 2023 Spring CAASPP

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

Action 2: There was a small material difference between Budgeted Expenditures and Estimated Actual Expenditures due to an overestimation on the cost of NWEA MAP assessments.

Action 3: There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures due to an Instructional Aide resigning early in the school year and we were unable to find a suitable candidate to fill that vacancy.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

BPA developed a one-year LCAP, and the following provides successes and challenges toward making progress toward the goal.

- Action 1: As a result of having an Executive Director one of the major successes our school has achieved is being within compliance of having fully credentialed teachers. Our seasoned and fully credentialed teachers have contributed to our students' growth in the areas of mathematics and reading on the NWEA MAP Assessment and CAASPP.

Challenges: Some challenges that we have encountered in our school are a shortage of Instructional Coaches and a lack of consistency with the implementation of school wide expectations. With the upcoming school year, we started staff recruitment early in the year (Winter/Spring 2024, to fill all position including Instructional Coach.

- Action 2: With the implementation of these assessments our credentialed teachers have been able to create Learning Labs specifically designed to target areas where students need support as well as being challenged. In addition, teachers have been able to intentionally create seating charts to best meet the needs of students and accommodate students with specific needs.

Challenges: A challenge we have encountered with supporting our students is the lack of prompt response from their previous schools when requesting their cumulative records. This poses an issue because we are unable to view their past progress and provide the support needed based on their levels when they are enrolling in our school.

- Action 3: We have been able to fill in the learning gaps through the usage of multiple platforms, such as Achieve 3,000, IXL, BrainPOP, and REFLEX. The NWEA MAP gives teachers a clear picture of students' abilities; reinforce, develop, and introduce. Our field trips are aligned to curriculum content and help to promote college and career readiness. Additionally, each classroom receives support from Classified staff members as well as a designated ELD Coach.

Challenges: A challenge we have encountered is creating a schedule where teachers can implement multiple platforms and balance the push-in/pull-out of students. Another challenge for our school is that we have not yet been able to adopt iReady. We are considering piloting iReady but would like to provide all teachers with professional development first before implementation; and avoid testing fatigue (NWEA and iReady).

- Action 4: All teachers at BPA are MTSS certified, and we have seen the positive impact in our students' social-emotional growth: (1) Students can voice their thoughts more clearly; (2) Low suspension rate; (3) High student retention rate; (4) Fostering a school environment where students have a Growth Mindset; and (5) Students feel safe and validated therefore positively impacting our ADA.

Challenges: One of the challenges we have been encountering is the overwhelming number of students who require counseling services, and our school has limited funds. Another challenge is parent involvement and support with their student at home and school. Parents are struggling with their teen's behavior. We will consider offering parent workshops in 2024-25 on strategies to address adolescent behavior.

- Action 5: Our school has a set cleaning schedule to keep the facilities tidy and sanitized. We can provide a safe environment with most of our staff supervising students. Our campus is equipped with security cameras, all staff with walkie-talkies, and the campus is enclosed.

Challenges: It has come to our attention that a challenge we have is mud being tracked into our classrooms when it rains due to having dirt on the ground. Another challenge we have is that we share this facility with three different Churches.

- Action 6: Some of our successes are the following: we hired a full-time special education teacher and a full-time special education paraprofessional. In addition, some of our students have progressed so much that when they get evaluated for their three-year evaluation, they do not qualify to continue services and therefore, receive a 504 plan. We were able to meet all the student minutes in counseling, speech and academics for their IEP's. We also hired a full-time Counselor to support all students with the social, emotional and academics. We are currently working with the Los Angeles institute of right brain LAIRP to help us with restorative practices for students and parents. Bridges started its first year of PBIS with LACOE and are working towards certification. We have Individual learning plans for all students that address areas for their academic and social needs.

Challenges: Some of the challenges we have faced is not being able have a full-time speech or Psychology teacher where we would be able to accommodate the students at different times. Many times, we need to double a speech pathology because of shortage of teachers, and it makes it harder for the kids because it may run for an hour or more. Another challenge is the number of students that we see daily. There are many parents going through divorce, lack of food or shelter and it affects the child. In middle school students are trying to identify who they are, and many go through emotional roller coasters daily or weekly.

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

For the 2024-25 school year Bridges Preparatory Academy has revised Goal 1 since our school has shifted from the initial phase of MTSS to full implementation of MTSS and as a recipient of the CA Community School's Grant we've been in the planning phase and now transitioning to implementing a Community School in alignment with the 4 Pillars of Community Schools, as outlined in the CA Community Schools Framework. Based on the feedback from our educational partners we also revised the metrics for this goal to better align with our MTSS and Community Schools Initiative. We added a metric for Priority 8 per new CDE guidelines, which includes reporting on the Physical Fitness Test annually. With the release of the 2023 CA School Dashboard, we have aligned our LCAP Metrics to this data, including the reporting of numerically significant student groups and using "distance from standard" for CAASPP (ELA and Math Academic Indicators) reporting. These changes provide greater transparency for our educational partners and the public, and alignment with the Dashboard, MTSS and Community Schools Initiative. Additionally, for the 2024-25 LCAP, Bridges Preparatory Academy will continue to develop a one-year LCAP that includes

"Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as outlined in CDE approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students with access to Standards-aligned materials Source: Textbook Inventory	*	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Implementation of the Academic content & performance Standards – measured using CDE's Self-reflection Local Indicator Priority 2 (source)	*	**2021-22: Implementation** Academic Standards ELA 3 ELD 3 Math 3 NGSS 3 History 3 Health 3 PE 3 VAPA 3	**2022-23 Implementation** Academic Standards ELA 4 ELD 4 Math 4 NGSS 3 History 4 Health 3 PE 4 VAPA 3	**2023-24 Implementation** Academic Standards ELA 4 ELD 5 Math 5 NGSS 4 History 4 Health 4 PE 5 VAPA 3	**2023-24: Implementation** Academic Standards ELA 4 ELD 4 Math 4 NGSS 4 History 4 Health 4 PE 4 VAPA 4
Attendance Rate Source: CALPADS	*	*	2021-22: 96.27%	2022-23: 94.15%	95%
Chronic absenteeism Rate Source: Dataquest	*	*	**2021-22 CHRONIC ABSENTEEISM** Number / Rate Schoolwide 7 / 7.5% Hispanic 4 / 5.0% English Learners 1 / 3.0% SWD 2 / 15.4% SED 7 / 8.3%	2022-23: 0%	<10%

Middle School Dropout Rate Source: CALPADS	*	*	2021-22: 0%	2022-23: 0%	0%

Goal Analysis

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

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

All actions were fully implemented:

- **Action 1**: Bridges Preparatory Academy provides its educators and support staff with robust professional learning opportunities and coaching led by the Executive Director. We are on track to complete the PD topics outlined in this action. Our staff is also on track to complete the MTSS SUMS Training modules this year. Our focus areas for PD are based on findings from student assessments, classroom observations, feedback from our teachers, and schoolwide initiatives: CA MTSS Framework & CA Community Schools Framework.

- **Action 2:** Bridges Preparatory Academy has implemented SDAIE strategies and the 6 Key Strategies for teaching EL (Project: GLAD) into the daily curriculum. BPA has also employed a full time ELD coach to help assist teachers in providing best strategies for EL learners while engaging students in supplemental supports through Push-Ins/Pull-Outs. BPA has added ELD training days to the 2023-2024 Professional Development schedule to provide all teachers with more strategies and resources to support EL learners.

ELs made significant growth on the Spring 2023 CAASPP Assessment:

- For ELA: -73.8DFS (a growth of 74.8 points)

- For Math: -56.3DFS (a growth of 28.3 points)

- **Action 3**: Bridges Preparatory Academy provides all students with access to standards aligned curricular, instructional materials, and supplemental online applications for student use. Annual purchases are made to ensure sufficient inventories for all students. This year however there were minimal purchases made because most curricular purchases were made at the end of the 2022-23 school year for the 2023-24 school year inventory and implementation.

- **Action 4:** All students have access to a technology device (Chromebook) for use during the instructional day. We've also equipped each classroom with a SMART Board to enhance and engage our students in experiential learning opportunities.

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

- Action 4: There was material difference between Budgeted Expenditures and Estimated Actual Expenditures due because a portion of Chromebooks were purchased at the end of the 2022-23 school year, resulting lower estimated actual expenditures for this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

BPA developed a one-year LCAP, and the following provides successes and challenges toward making progress toward the goal.

- Action 1: The benefits of BPA having 8 days of intensive Summer Professional Development to prepare for the academic school year provide adequate time for training, collaborating, and planning for the school year. As a result, teachers have obtained MTSS certification and have been able to implement strategies within the classrooms. Also, these training days allow the faculty to meet and discuss school-wide expectations, plan units, and review the blueprint for the school year. As maintenance for teacher development throughout the school year it is beneficial for staff to participate in weekly Professional Development/Staff Development. Then the Executive Director provides instructional coaching, observations, and feedback for all teachers which provides the opportunity for the Executive Director to evaluate and provide constructive criticism for teachers and allows teachers to reflect on their teaching skills and choices and make strategic differences.

The challenge of having 8 days of intensive Summer Professional Development is selecting the most beneficial Professional Development for the staff. Another challenge is having facilitators able to attend during the week of our school's BPA.

- Action 2: BPA has observed a range of successes in providing equitable services to English Language Learners because of teachers implementing SDAIE strategies and the 6 Key Strategies for teaching ELs. One of our successes includes reclassifying ELL students upon completion of the Summative ELPAC along with their outstanding progress curriculum-based ELA. In addition, we have an ELD Instructional Coach/ELD Teacher and Instructional Aides that provide ongoing coaching to teachers which provides the tools and resources necessary to help students who are struggling academically and the ability to pull-in/push-out students in small groups to provide intensive practice. This too has contributed to the increase in ELs language abilities and the ability to reclassify students.

Challenges: A challenge we have experienced with providing equitable service to EL learners are the scheduling of push-ins/pull-outs to maximize instructional minutes and ensure they are not missing important class materials.

- Action 3: BPA has provided all students with access to standards aligned curriculum for all core subject areas. Our school has purchased additional curriculum and consumables that also align with California teaching standards. As a result, our NWEA MAP Reading & Math scores have increased overall. Another success we have observed because of having access to standard aligned curriculum is our student's preparedness for the CAASPP at the end of each school year.

Challenges: A challenge BPA has encountered because of having both standards aligned curriculum and additional curriculum and/or consumables is reducing the need to purchase additional curriculum to be purchased each school year. Online curriculum also reduces the overall cost for the school which is positive.

- Action 4: Our school has been fortunate and able to close the digital divide and is able to provide students with digital access to all core subject curriculums. Additionally, we provide students with online supplemental programs which can be accessed both in school and at home to provide extra practice for them in subject areas. All students have equal access to school material.

Challenges: On the other hand, a challenge at BPA with the use of digital devices is having students make the choice of maintaining usage of appropriate websites and demonstrating integrity while conducting research to write essays. To address this, we have revised the technology use policy and have been discussing academic integrity this past year which will continue in the upcoming school year, especially with tools such as Artificial Intelligence.

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

For the 2024-25 school year Goal 2 was revised to align to the school's shift to CA MTSS, Literacy and Math Initiatives, to improve student understanding and outcomes. Actions and metrics were revised to align to this goal. Per CDE newly revised guidance, and feedback from its educational partners, for Priority 1 – Bridges Preparatory Academy has selected to use CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is already reported by the CDE on the Local Indicators Report annually. The decision was made to use TAMO data for purposes of transparency and its alignment to the annual reporting made on the CA School Dashboard Local Indicators by the CDE. Additionally, for the 2024-25 LCAP, Bridges Preparatory Academy will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Source: Dataquest	*	*	2021-22: 0%	2022-23: 0%	<1%
Expulsion Rate Source: Dataquest	*	*	2021-22: 0%	2022-23: 0%	0%
Student Survey: Student Perception of School Safety & Connectedness Source: CHKS	*	2021-22: % Sense of safety • 50% Gr 6 • 72% Gr 7 • 74% Gr 8 % School connectedness • 44% Gr 6 • 30% Gr 7 • 65% Gr 8	2022-23: % Sense of safety • 41% Gr 6 • 33% Gr 7 • 45% Gr 8 % School connectedness • 34% Gr 6 • 42% Gr 7 • 40% Gr 8	2023-24: 60% Sense of Safety 49% School connectedness	>70%
Parent Survey: Sense of safety & school connectedness Source: CSPS	*	2021-22: 66% Sense of safety 71% School connectedness	2022-23: 90% Sense of safety 91% School connectedness	2023-24: 82% Sense of Safety 79% School connectedness	>75%
Teacher/staff Survey: Sense of safety & school connectedness	*	2021-22: 100% Sense of safety 100% School connectedness	2022-23: 100% Sense of safety 100% School connectedness	2023-24: 85% Sense of Safety	>90%

				79% School connectedness	
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	*	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 3 8. 3	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 5 7. 5 8. 5	Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	*	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 4 4. 3	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 4 4. 5	Rating of 5

Goal Analysis

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

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

All three actions were fully implemented:

- Action 1: Bridges Preparatory Academy engages students in outdoor learning opportunities and deepens educational motivation through field trips to different universities in the Southern California area, as well as providing engaging after school activities including - cooking & ceramics classes. BPA has implemented new core values and a mascot to boost positive student engagement, school climate; and school spirit. The Leadership team and Executive Director have reviewed and revised the School Safety Plan which has been presented to the entire staff.

- Action 2: Bridges Preparatory Academy solicits parent input in decision-making through its Parent Advisory Committee and English Language Advisory Committee (ELAC). Parents are also engaged in the planning process (soliciting input) for the Community Schools Steering Committee.

- Action 3: Bridges Preparatory Academy continues to support parent engagement in the school community by hosting a variety of parent workshops, including topics such as LAIRP'S right brain practices and STEM. Parents are also highly encouraged to stay in contact and up to date with all current events through our ParentSquare platform. The staff of BPA collaborates with families identified as at-risk truant behavior

(chronic absenteeism) to identify root causes and connect them with resources to address the student's barrier to learning. BPA continues to empower parents with quality education and community resources through its partnership with Ready4K. BPA ensures all correspondence is translated to Spanish and translators are available upon request and present at parent workshops/meetings.

No material differences material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 1: Bridges Preparatory Academy has allowed all students to engage in outdoor learning through field trips to enhance learning and deepen student engagement and motivation (i.e., University campuses, Annual Tech Empowerment Day, Knott's Berry Farm, Museum of Tolerance). PBIS continues to be implemented to support student engagement and a positive school climate through schoolwide events. Teachers will continue participating in periodic PBIS training through LACOE for the next two years. In addition, BPA has established a partnership with The Los Angeles Institute of Restorative Practices to enhance the overall school's climate. The Executive Director of BPA and the school's leadership team ensured that the Comprehensive School Safety Plan was reviewed, revised, and presented to staff and parents. Staff and parents can access the school safety plan on the school's website.

Challenges: A challenge we have encountered with student engagement in our school is the implementation of school-wide expectations and behaviors as we have defined more behaviors this school year, while actively creating new habits with our students. Another challenge we have experienced with providing outdoor learning opportunities is the ability to schedule guided campus tours for universities in the area.

- Action 2: Bridges Preparatory Academy (BPA) families provide input in decision-making by participating in the English Language Advisory Committee (ELAC) quarterly and Parent Advisory Committee (PAC) monthly. All translated materials and interpretation services are made available upon parent request. BPA has employed a full-time Community School Coordinator who identifies, organizes, and coordinates existing and/or new structures and leverages partnerships and resources to produce streamlined, integrated, and multi-tiered levels of student and family support, including health wellness, basic needs, leadership development, and financial literacy.

Challenges: An obstacle we have been encountering as it pertains to parent engagement and participation is having more parents' complete surveys online and attend the parent meetings or conferences. This may be the result of the lack of time, not having reliable transportation and/or none, and lack of computer skills and knowledge.

- Action 3: We have seen success at BPA because of the Community School Coordinator & Executive Director ensuring all parents including those of Unduplicated Pupils (UP), and Students with Disabilities (SWD) engage as partners in their child's education through coffee with the Principal. Positions within the ELAC, DELAC, & EL Parent Advisory Committee (EL-PAC) have been filled.

Our school has seen some increase in parent response regarding Parent-Teacher/Staff communication using Parent Square. The Community School Coordinator has held Parent Education Workshops: Los Angeles Institute of Restorative Practices (LAIRP), College Readiness, STEM Workshop, ELD Master Plan

Challenges: One challenge we would like to work on in the upcoming year is to partner with more organizations that provide community resources to help our students and their families thrive and reach full potential. Another area of improvement we have determined is that we would like to boost parent response to communication sent out on ParentSquare and see an increase in new parent attendance and engagement during school events and workshops.

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

For the 2024-25 LCAP Goal 3 was not revised, however, for Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 of the CDE's Local Indicators Priority 3 to instead reflect the responses to questions #9-12 which is a more accurate indicator for addressing this state priority as indicated by our educational partners. Additionally, for the 2024-25 LCAP, Bridges Preparatory Academy will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary 2024-25

General Information

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

Bridges Preparatory Academy (BPA) provides all students with rigorous college preparatory education program using a "whole child approach." Bridges Preparatory Academy currently serves 134 students in grades 6-8 which reflects the demographics of the community we serve 89% Hispanic, 8% African American, 1% White, 1% Pacific Islander, 1% Two or More Races, 25% English Learners (EL), 1% Homeless, 15% Students with Disabilities, and 90% Socioeconomically Disadvantaged.

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

As a small school, BPA's entire staff meets daily as a group, and communication is open and transparent, allowing for efficient and timely decision-making that focuses on the needs of our students. BPA's unique educational program is grounded on the MTSS Framework - to serve the academic, social-emotional, & behavioral needs through a trauma-sensitive approach utilizing PBIS and Way of Council to establish a positive school climate to support childhood trauma the adolescents of Compton have faced. Our educational model equips all students with a rigorous, standard-aligned college preparatory curriculum while integrating SEL to address the adverse childhood experiences (ACEs) students faced.

As a recipient of the MTSS SUMS Phase 3 Grant, BPA continues to engage in comprehensive staffwide MTSS training with an equity lens to improve the delivery of services, schoolwide practices, and further reinforce our schoolwide commitment to proven strategies that address academic, social-emotional, behavioral, and mental health needs of our students.

Bridges Preparatory Academy is currently in the planning phase of implementing a Community School with the support of the CA Community Schools Partnership Planning Grant. BPA's "whole child" approach to education aims to remove barriers to learning by addressing student, family and staff needs through the implementation of the CA Community Schools Framework & the 4 Pillars of Community Schools: (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities.

BPA is committed to building a coherent, comprehensive, and sustainable community school. BPA will leverage existing resources and establish partnerships with community and government agencies, S-TAC, Los Angeles Institute for Restorative Practices (LAIRP), and LACOE PBIS Community of Practice provide professional learning and coaching for our teachers. BPA has partnered with PEBSAF and Rady4K to provide parent education workshops that engages, empowers, and transforms families with the knowledge and skills to partner with the school and community to ensure students achieve their full potential.

For the 2024-25 school year, Bridges Preparatory Academy is eligible for Equity Multiplier Funds, based on the school's non-stability rate and percentage of socioeconomically disadvantaged students. Per California Education Code (EC) Section 42238.024 Bridges Preparatory Academy consulted with its educational partners and developed a required Equity Multiplier focus goal and actions that will take place starting in the 2024-25 school year to support the identified needs of its students. (See LCAP Goal 4).

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)

- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects Bridges Preparatory Academy's performance on the 2023 CA School Dashboard by indicator and student group.

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

Bridges Preparatory Academy was the recipient of the **MTSS SUMS grant** a multi-year comprehensive staff wide training on the CA MTSS Framework and implementation of the SWIFT Fidelity Integrity Assessment (FIA). Using the MTSS Framework ensures all student needs are met through targeted interventions across three levels of support. Our educators have designed intervention plans using multiple types of data (state and local) to make informed decisions and maximize student outcomes. MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

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

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

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

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

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

Math Academic Indicators: Bridges Preparatory Academy had a 36.7-point gain for the ELA Academic Indicator; 74.7-point gain for English Learners, 32.2 gain for Socioeconomically Disadvantaged (SED), and 41.9-point gain for the Hispanic student group. This past year we added intervention courses for Mathematics to address post-pandemic learning gaps, using NWEA MAP data to identify students that were struggling academically. BPA also adopted Reflex supplemental online learning platform. Reflex is an adaptive and individualized program for mastering math fact fluency. It continuously monitors each students' performance to create the optimal experience for each student. It provides educators

with reports on areas of strength, and areas for growth so teachers can scaffold instruction focusing on concepts not yet mastered by the student. For the 2024-25 school year will continue to implement and strengthen tiered intervention for Math, including afterschool, intersession and summer programming to provide students with additional academic tutoring, and social enrichment. We will also be researching new math curriculum for adoption that meets the learning needs of our students.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Bridges Preparatory Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators, Principals	Date: Weekly meetings (Executive Director & Counselor) **January – May 2024**. Discussion took place on the 2023-24 LCAP Midyear Update, monitoring metrics, and actions; participated in CDE's Equity Multiplier webinar **(12/12/223)**; discussion on the 2023 CA School Dashboard; development of the 2024-25 LCAP Goals, actions and metrics, and an analysis of local data; and a needs assessment was developed to identify schoolwide needs including those of students that triggered Equity Multiplier Funds. Feedback provided: CDE's PowerPoint on Equity Multiplier Funds (EMF) and the LCAP (December 12, 2023) which outlined the requirements and allowability on the use of funds.
Teachers	Executive Director met with teachers on the following dates: **Date: 4/8/24:** Discussion on the 2024-25 LCAP Goals, actions, metrics, schoolwide initiatives and 2023 CA School Dashboard. During this meeting NWEA MAP data was analyzed. Grade level and multi-grade level discussion. Feedback provided: • Requested additional support for struggling readers – Reading Interventionist • Requested professional development on writing: UCLA Writing Project • Requested additional professional development for Mathematics and conduct research for another Math curriculum that would meet the needs of our students. • Continue with ELD Coach to support ELs.

	Date: 4/15/24: Discussion on the 2024-25 LCAP and Equity Multiplier Funds. CDE's PowerPoint on [Equity Multiplier Funds (EMF)](#) and the LCAP (December 12, 2023) which outlined the requirements and allowability on the use of funds was presented and discussed to solicit input on required goal, action(s) and metrics. Feedback provided: • Requested additional support for struggling readers – Reading Interventionist • Requested professional development on writing: UCLA Writing Project
Other School Personnel	Date: 4/23/24: Discussion on the 2024-25 LCAP and Equity Multiplier Funds. CDE's PowerPoint on [Equity Multiplier Funds (EMF)](#) and the LCAP (December 12, 2023) which outlined the requirements and allowability on the use of funds was presented and discussed to solicit input on required goal, action(s) and metrics. Feedback provided:
Students	Date: March 19, 2024: Executive Director met with students to solicit input on the 2024-25 LCAP goals, actions and metrics. Discussion also took place on the Equity Multiplier Funds to solicit input on needs as identified by students themselves. Feedback provided: • Requested additional field trips, an increase in the frequency of school assemblies. • Requested a greater variety of afterschool clubs, and more intramural sports. • Suggested incentives for students demonstrating high academic growth.
Parent Advisory Committee (PAC)	**Date: 1/17/24:** Discussion took place on the 2023-24 LCAP Midyear Update, monitoring metrics, and actions Feedback provided: • Requested additional academic support for EL, small group instruction • Continue to provide parent workshops on ELPAC Summative assessment **Date: 2/27/24:** Discussion took place on the 2024-25 LCAP Goals, Actions and metrics, schoolwide initiatives, including CA Community Schools implementation. Feedback provided: • Add electives – foreign language, robotics

	- Add sports program – afterschool programming - Parent workshops - Parents requested a graduation for Middle school students **Date: 5/2/24:** Discussion on the 2024-25 LCAP and Equity Multiplier Funds. CDE's PowerPoint on [Equity Multiplier Funds (EMF)](#) and the LCAP (December 12, 2023) which outlined the requirements and allowability on the use of funds was presented and discussed to solicit input on required goal, action(s) and metrics. Feedback provided: - Need additional intervention: reading and math - Continue with learning lab and small group instruction - Parent workshops on ELA and Math **Date: 6/5/24:** 2024-25 LCAP goals including Equity Multiplier goal and actions were reviewed and approved by PAC.
ELAC, DELAC & EL-PAC	**Date: 5/9/24:** Discussion on the 2024-25 LCAP and Equity Multiplier Funds. CDE's PowerPoint on [Equity Multiplier Funds (EMF)](#) and the LCAP (December 12, 2023) which outlined the requirements and allowability on the use of funds was presented and discussed to solicit input on required goal, action(s) and metrics. Feedback provided: - Need additional intervention: reading and math for English Learners - Continue with learning lab and small group instruction - Parent workshops on Summative ELPAC: contents and understanding results - Prioritize ELs/LtELs for afterschool tutoring
Parents including those representing Unduplicated Pupils	**Date: 2/27/24:** Discussion took place on the 2024-25 LCAP Goals, Actions and metrics, schoolwide initiatives, including CA Community Schools roll-out. Feedback provided: Parents would like access to resources from agencies (i.e. Medi-Cal, mental health providers, vision and dental care for families).

	Date: 5/2/24: Discussion on the 2024-25 LCAP and Equity Multiplier Funds. CDE's PowerPoint on [Equity Multiplier Funds (EMF)](#) and the LCAP (December 12, 2023) which outlined the requirements and allowability on the use of funds was presented and discussed to solicit input on required goal, action(s) and metrics. Feedback provided: • Agreed there is a need for a reading interventionist. Parents would like additional specialist to address student needs in ELA and Math. • Requested to continue with Instructional Aides and prefer to have one per class. • Requested to continue with afterschool, intersession and summer programming for academic and social enrichment (ELOP). Currently ELOP is offered to all students in grades 6-8.
SELPA Administrator	Discussions with the SELPA have taken place throughout the year on the school's SPED Program (8/24/23, 10/19/23, 12/14/23, 2/15/244/18/24), including IEP Implementation & Monitoring and Annual Determination notification. 4/19/24: LCAP Goal 1, Action 5 - was sent to SELPA with discussion. N2Y Unique Learning System to further support the learning of Students with Disabilities and track progress. No additional feedback provided.

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

The development of Bridges Preparatory Academy's LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

-

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.

There is a need to continue to strengthen MTSS using academic and SEL universal screeners to identify student learning gaps and provide targeted tiered intervention for ELA and Mathematics. Despite numerous efforts to address learning loss and trauma, improving daily attendance (reducing chronic absenteeism rates) has been a challenge this year. Based on findings from NWEA MAP reading, there is a need for a reading interventionist to provide Tiers 2 and 3 support for our most at-risk students (Equity Multiplier) that lack basic reading foundational skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 ELA CAASPP** 	Student Group	DFS
All Students	-38
Hispanic	-38
EL	-56.3
SED	-39.6				**2023-24 ELA CAASPP** | Student Group	DFS
All Students	-27
Hispanic	-27
EL	-40
SED	-35		
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** 	Student Group	DFS
All Students	-69.3
Hispanic	-61.7
EL	-73.8
SED	-69.9				**2023-24 Math CAASPP** | Student Group	DFS
All Students	-49.3
Hispanic	-49.3
EL	-65
SED	-64.9		
3	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** 	Student Group	%
All Students	3.3%
Hispanic	4.2%
EL	4.0%
SED	4.0%				**2023-24 CAST % Proficient** | Student Group	%
All Students	10.0%
Hispanic	10.0%
EL	9.0%
SED	6.0%		
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	79.2% Source: 2023 Dashboard			2023-24: 80% Source: 2024 Dashboard	
5	% students English Language Proficiency for Summative ELPAC	2022-23: 46.43% Proficient			2023-24: 48% Proficient	

	Source: ELPAC website				
6	Reclassification Rate Source: CALPADS	2022-23: 28.8%			2023-24: 23.8%
7	Attendance Rate Source: CALPADS	2022-23: 94.15%			2023-24: 94.5%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: 0%			**2023-24: Chronic Absenteeism** <table><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>11%</td></tr><tr><td>Hispanic</td><td>11%</td></tr><tr><td>EL</td><td>11%</td></tr><tr><td>SED</td><td>11%</td></tr></table>
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%			2023-24: 0%
10	Suspension Rate Source: Dataquest	2022-23: 0%			2023-24: 0%
11	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%
12	% students participating in elective course. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%
13	% students participating in in all 5 Components of the Physical	2022-23: 97%			2023-24: 100%

	Fitness Test (PFT): Grade 7 Source: SARC					

NOTE: Bridges Preparatory Academy currently serves grades 6-8, therefore the following CDE LCAP required metrics do not apply:
- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

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

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

Not applicable.

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.

Not applicable.

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

Not applicable.

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.

Not applicable.

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	BPA will implement assessments including universal screeners (diagnostic), interim, benchmark, formative, summative, in addition to state mandated assessments. Assessment data will be collected, disaggregated (student group, grade level and content area), and analyzed to measure and monitor student progress and identify student academic needs through a Multi-tiered System of Supports (MTSS). • NWEA MAP Reading & Math: 3 times/year • NWEA MAP Science (Gr 8): 3 times/year The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.	$5,000	N
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Areas of concern based on our comprehensive needs assessment, and student performance on the CAASPP assessments combined with performance on NWEA MAP (local) assessments indicates significant learning gaps especially among English Learners and Students with Disabilities.	$394,469	Y

		In alignment with our MTSS - struggling learners will be enrolled in a double-block of ELA or Math, in addition to a daily Learning Lab, where students will have multiple opportunities to receive tier 2 targeted support and intervention, and small group instruction to accelerate learning. Instructional Aides will provide Tier 1 support daily through small group instruction in ELA and Math courses. Our students will also utilize evidence-based supplemental intervention learning platforms that include BrainPOP (ELA, Science, Social Studies, Math, & ELD); iXL (ELA, math, Science, Social Studies), and Reflex Math. Over the past year, we identified that our students struggle with math facts and fluency and conducted extensive research to support this identified need. Reflex is an adaptive and individualized program for mastering math fact fluency. It continuously monitors each students' performance to create the optimal experience for each student. It provides educators with reports on areas of strength, and areas for growth so teachers can scaffold instruction focusing on concepts not yet mastered by the student. Bridges Preparatory Academy also offers students with academic and social enrichment through its expanded learning opportunities program (ELOP) offered daily afterschool, intercession, and summer programming.		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Bridges Preparatory Academy has experienced a significant increase in chronic absenteeism this past year. The following actions will take place to further re-engage students, create a positive, safe, and engaging learning environment. As the recipient of the MTSS SUMS Grant, Bridges, Preparatory Academy staff will continue to participate in comprehensive MTSS training to identify, provide tiered interventions and monitor student progress. BPA is committed to providing evidence-based social-emotional supports through trauma sensitive approach. BPA will participate in LACOE's PBIS Community of Practice to ensure use of evidence-based practices, and PBIS schoolwide. As a recipient of the CA Community Schools Partnership Grant our staff will participate in training on restorative practices. Our educational model will equip all students with a rigorous, standard-aligned college preparatory curriculum, while integrating Social-emotional learning to address the adverse childhood experiences (ACEs) they have	$322,411	Y

		faced. BPA will continue to implement a "whole child approach" to education and implement Ripple Effects SEL Curriculum that delivers equity driven, digital SEL, mental health and behavioral supports. Ripple Effects is a CASEL-designated program and National Dropout Prevention Center Program. This evidence-based program has shown improvement in student grades, higher empathy scores, and lower dropout rates; and will be used as the school's PBIS/MTSS/CA Community Schools Framework. By identifying the root causes of students' learning obstacles, teachers have more time to deliver appropriate interventions in small group instruction. It also focuses on MTSS. The Counselor will lead SEL lessons and provide small group and one-on-one counseling services. The Executive Director (who is a Counselor) will collaborate with teachers, parents/students to design an Individualized Learning Plan (ILP) for each student. All students will be enrolled Advisory course that meets daily with the Advisory Teachers (advisors) that will remain with the student for all three years while at BPA. The goal is for every student to have an Advisor to establish a strong positive relationship built on trust. Advisory will include one-on-one check-ins biweekly as well as a structured social-emotional learning program using Ripple Effects.		
4	EQUITABLE SERVICES FOR ENGLISH LEARNERS	All teachers will implement SDAIE strategies and the 6 Key Strategies for teaching ELs (Project GLAD): vocabulary and language development, guided interaction (collaborative learning), metacognition and authentic assessment, explicit instruction, meaning-based context and universal themes, and modeling, use of graphic organizers and visuals. BPA will acquire an ELD Instructional Coach to provide ongoing coaching for all teachers to improve the quality and delivery of designated and integrated ELD instruction, which will impact EL academic performance, English proficiency, and reclassification rates. The ELD Coach will also provide training for the Instructional Aide, and tiered intervention for English Learners during the instructional day and intervention blocks. ELs will receive designated and integrated ELD; and utilize Cengage ELD curriculum. The EL Instructional Aide will provide push-in supplemental support specifically for English learners/Long term EL that are struggling	$156,094	Y

		academically during ELA, ELD and Math courses. ELs will also have access to BrainPOP EL, an intervention program that provides differentiated learning aimed at addressing learning gaps. BPA's Professional Development Plan provides all teachers with additional training for supporting ELs including EL Roadmap, Designated/Integrated ELD, including resources from CDE ELD Standards Teaching modules (ELA/ELD Implementation Support Videos), and Californians Together EL Roadmap Administrators and Teacher Toolkit. Californians Together EL Roadmap Toolkit was designed by Dr. Laurie Olsen, and is a statewide coalition of parents, teachers, administrators, board members, etc., focusing on improving instruction for CA EL's by improving schools and promoting equitable educational policy. Instructional Learning Plans for English learners will be: (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.		
5	SERVICES TO SUPPORT SWD	Bridges Preparatory Academy's Special Education Team will provide instructional and social emotional support as outlined by the students IEP. Los Angeles County Charter SELPA serves as the school's SELPA provider. The Executive Director (SPED Administrator) will ensure IEP timelines, IEP Meetings and related services will be addressed and communicated with parents. The Special Education Team composed of the Executive Director (SPED Director), RSPs, Education Professionals, and service providers will deliver required services to Students with Disabilities (SWD) to ensure the academic, social-emotional, and behavioral needs are met, and services provided. Bridges Preparatory Academy's RSP and paraprofessionals will adopt the N2Y Unique Learning System to further support the learning needs of Students with Disabilities (SWD) and track progress. Members of the Special Education team will participate in professional learning provided by the SELPA, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers in planning, coaching, data analysis, and professional learning to ensure accommodations and modifications services are provided as identified on the student's IEP.	$175,446	N

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.

Continue to implement robust professional learning opportunities for teachers and support staff on evidence-based strategies focusing to support the diverse learning needs of English Learners, Students with Disabilities (SWD) with Literacy and Mathematics. There is a need for additional coaching on the Science of Reading and vocabulary development, which will be provided by the UCLA Writing Project. There is a need for teachers to provide Tier 2 and 3 reading support across all disciplines.

Measuring and Reporting Results

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

	Source: Textbook Inventory/classroom observations					
16	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development. Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 4 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 3 World Language: NA			2024-25: ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 3 World Language: NA	

Goal Analysis for 2024-25

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

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

Not applicable.

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.

Not applicable.

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

Not applicable.

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.

Not applicable.

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 (BPA) will employ an Executive Director and appropriately credentialed and assigned teachers to serve grades 6-8. Educators will provide all students with a broad course of study (ELA, Math, Science, Social Studies, PE) including electives (Coding, Film & Propaganda, and Creative Writing) as part of the school's educational program. Bridges Preparatory Academy will provide its students with 183 instructional days exceeding CA state requirement of 175 instructional days for charter schools. All teachers will participate in 7 days of intensive Summer Professional Development to prepare for the 2024-25 academic school year, and an additional 4 non-instructional days, and weekly professional development during the academic year.	$752,238	N
2	PROFESSIONAL DEVELOPMENT	The Executive Director will provide instructional coaching, classroom observations, and feedback cycles for teachers on evidence-based pedagogical strategies. As requested by our educational partners teachers and Instructional Aides/Paraprofessionals will participate in professional	$9,500	N

learning opportunities led by the Executive Director that will focus on the following identified areas of need:

- Carol Dweck's Mindset
- Cengage ELD Adoption: strategies & co-teaching
- Picture Word Inductive Model for ELs
- Restorative Practices: Los Angeles Institute of Restorative Practices (LAIRP)
- Writing across the curriculum
- The Writing Revolution
- Saavas Math Curriculum – coaching
- Reflex Math Facts & Fluency
- Study Sync
- PBIS

Bridges Preparatory Academy will continue to participate in LACOE's PBIS Community of Practice to strengthen schoolwide PBIS, school climate and positive behavior to address the increase in chronic absenteeism rates.

| 3 | CORE CURRICULAR PROGRAM NEEDS | BPA will ensure all students have access to standards aligned curriculum for all core subject areas. Annual purchases of additional curriculum and/or consumables will be made as needed. | $24,000 | N |
| 4 | CLOSING THE DIGITAL DIVIDE | Bridges Preparatory Academy will ensure all students have access to a technology device to access instructional & supplemental materials. Teachers utilize multiple type of technology to provide students with engaging and relevant learning experiences including the use of SMART boards. BPA will continue to contract IT Support; and utilize Zoom for virtual meetings. | $72,640 | N |

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.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Good	
18	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning	2023-24: 9. 4 10.5 11.4 12.4			2024-25: 9. 5 10.5 11.4 12.4	

	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - [CDE Priority 3 Self-reflection tool]().				
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. 5 4. 5	
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> 62% Sense of Safety 51% School connectedness	
21	Other Local Measure - Parent Survey: Sense of	<u>2023-24:</u> 82% Sense of Safety			<u>2024-25:</u> 84% Sense of Safety	

	safety & school connectedness. Source:	79% School connectedness			81% School connectedness
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source:	2023-24: 85% Sense of Safety 79% School connectedness			2024-25: 87% Sense of Safety 81% School connectedness

Goal Analysis for 2024-25

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

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

Not applicable.

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.

Not applicable.

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

Not applicable.

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.

Not applicable.

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 provide all students with opportunities to engage in outdoor learning opportunities through field trips to enhance learning, deepen student engagement and motivation. To support student engagement and a positive school climate, our school will continue to implement PBIS incentives, host schoolwide events, assemblies, and family/community events for community building. The Executive Director with the Leadership Team will ensure the Comprehensive School Safety Plan is reviewed, revised, and presented to staff, students and families. BPA will provide a set of school uniforms for all students.	$20,800	N
2	PARENT INPUT IN DECISION-MAKING	Bridges Preparatory Academy provides families with opportunities to engage in decision-making through the following committees: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) – if applicable • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Schools Steering Committee Translation of materials and interpreter services will be made available upon request.	$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	The Community Schools Coordinator & Executive Director will ensure all parents including those of Unduplicated pupils (UP), and Students with Disabilities (SWD) have opportunities to engage as partners in their child's education through informal gathering such as Coffee with the Principal,	$91,782	N

and schoolwide events including Open House, back to school night, and parent conferences.

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

The Community Schools Coordinator will conduct outreach efforts to connect Bridges Preparatory Academy with community agencies and organizations that support BPA's Community Schools Initiative in alignment with the 4 Pillars of Community Schools, MTSS, and ELOP which includes the need to address the academic, social-emotional, and mental health needs of our students and families

The CSC will also lead Parent workshops and conduct home visits for at-risk students who chronically absent and/or truant. The Counselor and Executive Director will develop an attendance plan when meeting with the family and student to address barriers to attendance and provide resources when needed.

Through our Community Schools initiative BPA will provide Parent Education Workshops through PEBSAF, instructional workshops that empower parents with quality education and community resources to help their child succeed in school and reach their full potential. In addition, Ready4K will continue to be implemented and is designed to give parents and caregivers the tools and insights they need to buffer the effects of trauma and navigate challenge and adversity.

The Executive Director and Counselor will facilitate and/or lead Parent Workshops on the following parent requested topics:

- Academic (literacy/math)
- Social-emotional learning
- Restorative Practices
- Technology/Internet Safety
- Parent support
- Other topics as requested
- Understanding ILP

		• Sex trafficking • Process for transitioning to high school • Impact of daily attendance/truancy on student outcomes All correspondence sent to families/guardians will be provided in English and translated to Spanish, as anticipated/identified by our (primary) language survey and the "15% and above translation needs" criteria.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Bridges Preparatory Academy strives to provide all students and staff with a safe and clean school facility. Annually, the Facility Inspection Tool (FIT) is completed, and results are reported on the SARC, LCAP and Local Indicators Report. Findings are addressed in a timely manner.	$198,000	N

Goal

Goal #	Description	Type of Goal
4	By the end of 2024-25, at least 40% of all students will achieve at least a 1.5-year growth in reading proficiency as measured by Achieve 3000 Lexile.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

Covid related school closures had an enormous impact on literacy instruction and learning hindering reading skills, especially in elementary schools in urban communities. As students transitioned to middle school, our academic universal screener (NWEA MAP) has identified significant gaps in reading skills, reading comprehension and vocabulary development. These are skills that are typically not prevalent in middle school and therefore there is a need to train our teachers on these skillsets to improve overall academic outcomes for all students. Students that lack reading foundational skills are at risk of high school dropout.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
23	% of students achieving at least one-year growth. Source: Achieve 3000	2023-24: 28%			2024-25: 40%	

Goal Analysis for 2024-25

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

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

Not applicable.

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.

Not applicable.

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

Not applicable.

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.

Not applicable.

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	Literacy Intervention	Upon identifying data from our students, and feedback from our educational partners, we identified that these students are performing significantly below grade level and lack reading foundational skills. Therefore, using the Science of Reading, students require explicit and systematic reading instruction in all domains; foundational skills including phonological awareness and phonics instruction, and effective reading instruction that that is rich in vocabulary. The **Reading Interventionist** will provide these supports and co-planning with general education and SPED Teachers, to ensure lessons are scaffolded to address the literacy gaps of our students to improve student's reading comprehension, and vocabulary skills through effective reading	$178,155	N

		instruction across all disciplines. Under the supervision of the Reading Interventionist, an additional **Instructional Aide** will provide small group instruction to support students with vocabulary and reading comprehension skills. Priority will be given to English Learners and Students with Disabilities who currently have been identified for additional targeted support.		
		Struggling readers will utilize **Lexia Aspire**, grounded on the Science of Reading, a digital platform that empowers educators to accelerate literacy skills for students.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$613,845	$80,278

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
42.48%	0%	$0	42.48%

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	Areas of concern based on our comprehensive needs assessment, and student performance on the CAASPP assessments combined with performance on NWEA MAP (local) assessments indicates significant learning gaps especially among English Learners Socioeconomically Disadvantaged, and Students with Disabilities.	In alignment with our MTSS - struggling learners will be enrolled in a double-block of ELA or Math, in addition to a daily Learning Lab, where students will have multiple opportunities to receive tier 2 targeted support and intervention, and small group instruction to accelerate learning. Instructional Aides will provide Tier 1 support daily through small group instruction in ELA and Math courses.	The metrics that will be used to monitor effectiveness include: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP ELA Assessment: Distance from Standard (DFS)

		Our students will also utilize evidence-based supplemental intervention learning platforms that include BrainPOP (ELA, Science, Social Studies, Math, & ELD); iXL (ELA, math, Science, Social Studies), and Reflex Math. Over the past year, we identified that our students struggle with math facts and fluency and conducted extensive research to support this identified need. Reflex is an adaptive and individualized program for mastering math fact fluency. It continuously monitors each students' performance to create the optimal experience for each student. It provides educators with reports on areas of strength, and areas for growth so teachers can scaffold instruction focusing on concepts not yet mastered by the student.	
Goal 1, Action 3	Chronic absenteeism rates have increased this school year which also impacts student academic outcomes, engagement and school climate. Bridges Preparatory Academy has experienced a significant increase in chronic absenteeism this past year. The following actions will take place to further re-engage students, create a positive, safe, and engaging learning environment. BPA is situated in Compton serving a high-need community, with increased needs for mental health, and SEL support.	As the recipient of the MTSS SUMS Grant, Bridges, Preparatory Academy staff will continue to participate in comprehensive MTSS training to identify, provide tiered interventions and monitor student progress. BPA is committed to providing evidence-based social-emotional supports through trauma sensitive approach. BPA will participate in LACOE's PBIS Community of Practice to ensure use of evidence-based practices, and PBIS schoolwide. As a recipient of the CA Community Schools Partnership Grant our staff will participate in training on restorative practices. Our educational model will equip all students with a rigorous, standard-aligned college preparatory curriculum, while integrating Social-emotional learning to address the adverse childhood experiences (ACEs) they have faced. BPA will continue to implement a "whole child approach" to education and implement Ripple	The metrics that will be used to monitor effectiveness include: • #8: Chronic Absenteeism Rates • #9 MS Dropout Rates • #10 Suspension Rates • #11 Expulsion Rates

| | | Effects SEL Curriculum that delivers equity driven, digital SEL, mental health and behavioral supports. Ripple Effects is a CASEL-designated program and National Dropout Prevention Center Program. This evidence-based program has shown improvement in student grades, higher empathy scores, and lower dropout rates; and will be used as the school's PBIS/MTSS/CA Community Schools Framework. By identifying the root causes of students' learning obstacles, teachers have more time to deliver appropriate interventions in small group instruction. It also focuses on MTSS.

The Counselor will lead SEL lessons and provide small group and one-on-one counseling services. The Executive Director (who is a Counselor) will collaborate with teachers, parents/students to design an Individualized Learning Plan (ILP) for each student. | |

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	There are clear achievement gaps among ELs and EO's as evidenced on the ELA and Math Academic Indicators in the 2023 CA School Dashboard.	All teachers will implement SDAIE strategies and the 6 Key Strategies for teaching ELs (Project GLAD): vocabulary and language development, guided interaction (collaborative learning), metacognition and authentic assessment, explicit instruction, meaning-based context and universal themes, and modeling, use of graphic organizers and visuals.	The metrics that will be used to monitor effectiveness include: • #4: % EL who made progress towards English Language Proficiency (ELPI) • #5: % students English Language Proficiency for Summative ELPAC

		BPA will acquire an ELD Instructional Coach to provide ongoing coaching for all teachers to improve the quality and delivery of designated and integrated ELD instruction, which will impact EL academic performance, English proficiency, and reclassification rates. The ELD Coach will also provide training for the Instructional Aide, and tiered intervention for English Learners during the instructional day and intervention blocks. ELs will receive designated and integrated ELD; and utilize Cengage ELD curriculum. The EL Instructional Aide will provide push-in supplemental support specifically for English learners/Long term EL that are struggling academically during ELA, ELD and Math courses. ELs will also have access to BrainPOP EL, an intervention program that provides differentiated learning aimed at addressing learning gaps.	

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

FY23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,859,105.69	$ 1,713,478.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 644,204	$ 655,834
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 6,000	$ 1,650
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 269,059	$ 210,810
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 154,929	$ 155,477
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 181,000	$ 181,000
1	6	SERVICES TO SUPPORT SWD	No	$ 201,231	$ 188,854
2	1	PROFESSIONAL DEVELOPMENT	Yes	$ 25,000	$ 5,000
2	2	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	$ 135,825	$ 122,104
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 59,002	$ 2,014
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 73,700	$ 53,420
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 25,000	$ 38,500
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 84,156	$ 98,816

FY23-24 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)
$ 544,642	$ 603,777	$ 559,763	$ 44,013	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 186,467	$ 179,333.37	0.000%	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 224,059	$ 116,249.10	0.000%	0.000%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 14,097	$ 137,076.75	0.000%	0.000%
2	1	PROFESSIONAL DEVELOPMENT	Yes	$ 20,000	$ 5,000.00	0.000%	0.000%
2	2	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	$ 92,915	$ 122,104.27	0.000%	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 66,240	$ -	0.000%	

FY23-24 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)
$ 1,311,647	$ 544,642	0.000%	41.524%	$ 559,763	0.000%	42.676%	$0.00 - No Carryover	0.00% - No Carryover

FY24-25 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 %)
FY24-25	$ 1,444,885	$ 613,845	42.484%	0.000%	42.484%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,693,475	$ 594,560	$ -	$ 112,500	$ 2,400,534.64	$ 1,795,482	$ 605,052

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	ALL	No			BPA	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	ALL	Yes	Schoolwide	All	BPA	Ongoing	$ 318,619	$ 75,850	$ 204,697	$ 139,772	$ -	$ 50,000	$ 394,469	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	ALL	Yes	Schoolwide	All	BPA	Ongoing	$ 280,311	$ 42,100	$ 268,007	$ 19,404	$ -	$ 35,000	$ 322,411	0.000%
1	4	EQUITABLE SERVICES FOR ENGLISH LEARNERS	EL	Yes	Limited	English Learners	BPA	Ongoing	$ 136,094	$ 20,000	$ 156,094	$ -	$ -	$ -	$ 156,094	0.000%
1	5	SERVICES TO SUPPORT SWD	SPED	No			BPA	Ongoing	$ 95,046	$ 80,400	$ -	$ 175,446	$ -	$ -	$ 175,446	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	ALL	No			BPA	Ongoing	$ 752,238	$ -	$ 752,238	$ -	$ -	$ -	$ 752,238	0.000%
2	2	PROFESSIONAL DEVELOPMENT	ALL	No			BPA	Ongoing	$ -	$ 9,500	$ 9,500	$ -	$ -	$ -	$ 9,500	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	ALL	No			BPA	Ongoing	$ -	$ 24,000	$ 21,500	$ -	$ -	$ 2,500	$ 24,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	ALL	No			BPA	Ongoing	$ -	$ 72,640	$ 47,640	$ -	$ -	$ 25,000	$ 72,640	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING	ALL	No			BPA	Ongoing	$ -	$ 20,800	$ 20,800	$ -	$ -	$ -	$ 20,800	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	ALL	No			BPA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	ALL	No			BPA	Ongoing	$ 68,020	$ 23,762	$ 10,000	$ 81,782	$ -	$ -	$ 91,782	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	ALL	No			BPA	Ongoing	$ -	$ 198,000	$ 198,000	$ -	$ -	$ -	$ 198,000	0.000%
4	1	Literacy Intervention	ALL	No			BPA	Ongoing	$ 145,155	$ 33,000	$ -	$ 178,155	$ -	$ -	$ 178,155	0.000%

FY24-25 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
$ 1,444,885	$ 613,845	42.484%	0.000%	42.484%	$ 628,798	0.000%	43.519%	**Total:**	$ 628,798
								LEA-wide Total:	$ -
								Limited Total:	$ 156,094
								Schoolwide Total:	$ 472,704

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 AC	Yes	Schoolwide	All	BPA	$ 204,697	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BE	Yes	Schoolwide	All	BPA	$ 268,007	0.000%
1	4	EQUITABLE SERVICES FOR ENGLISH LE	Yes	Limited	English Learners	BPA	$ 156,094	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:

    o 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.

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.

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.

- 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.

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* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o 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:

      o   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) (California Legislative Information)](#) 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.

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.

   o 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.

   o 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.

   o 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.

   o 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.

- o 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.

  - o Include a discussion of relevant challenges and successes experienced with the implementation process.

  - o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - 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

- 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:

- o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o   Professional development for teachers.

- o   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.

- 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.

- 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:

- o   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.

- o   These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **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).

- o **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.

- o **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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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).