LCFF Budget Overview for Parents

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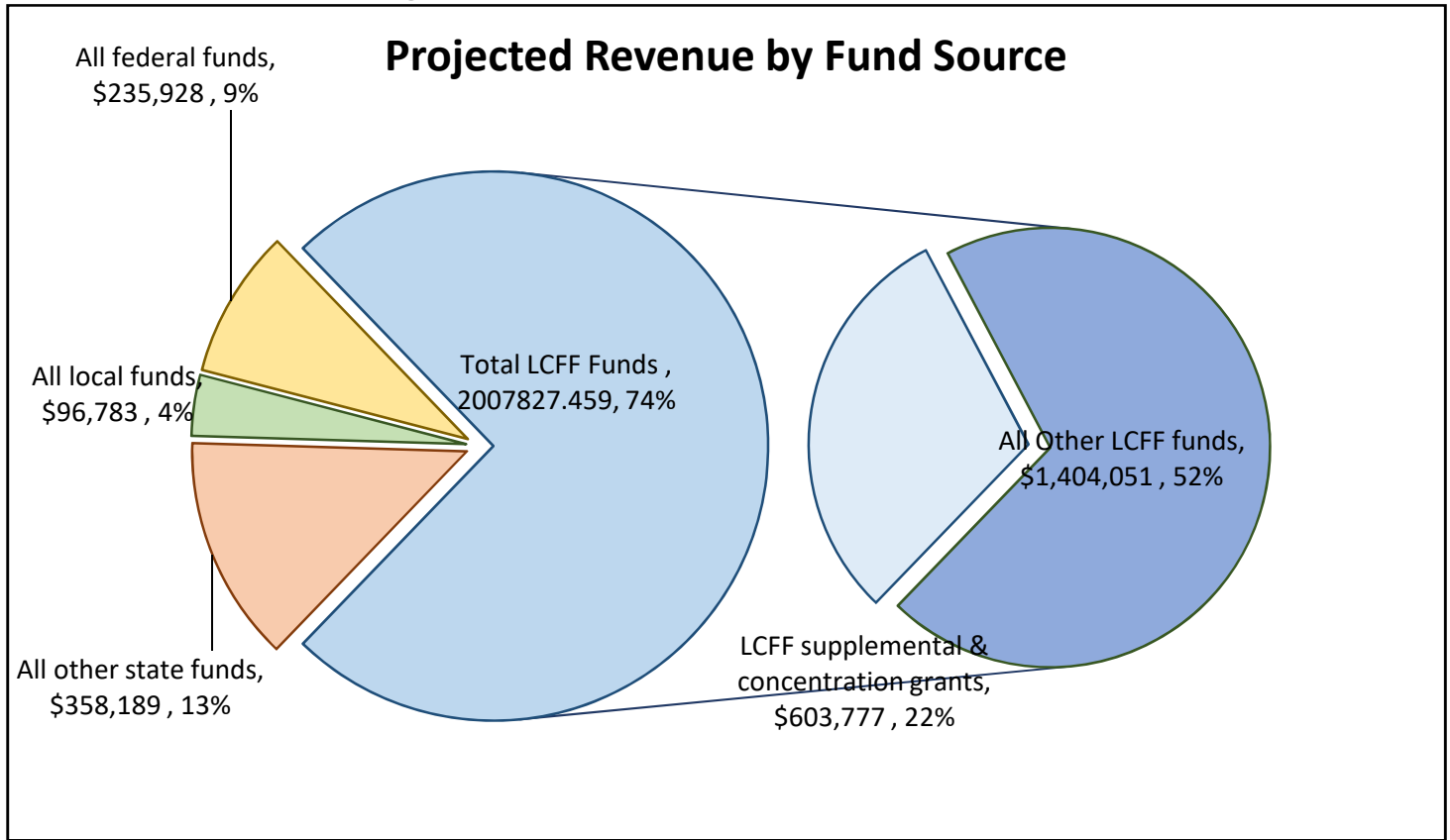
CDS Code: 19 10199 0140798

School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $235,928 , 9%

All local funds, $96,783 , 4%

Total LCFF Funds , 2007827.459, 74%

All Other LCFF funds, $1,404,051 , 52%

All other state funds, $358,189 , 13%

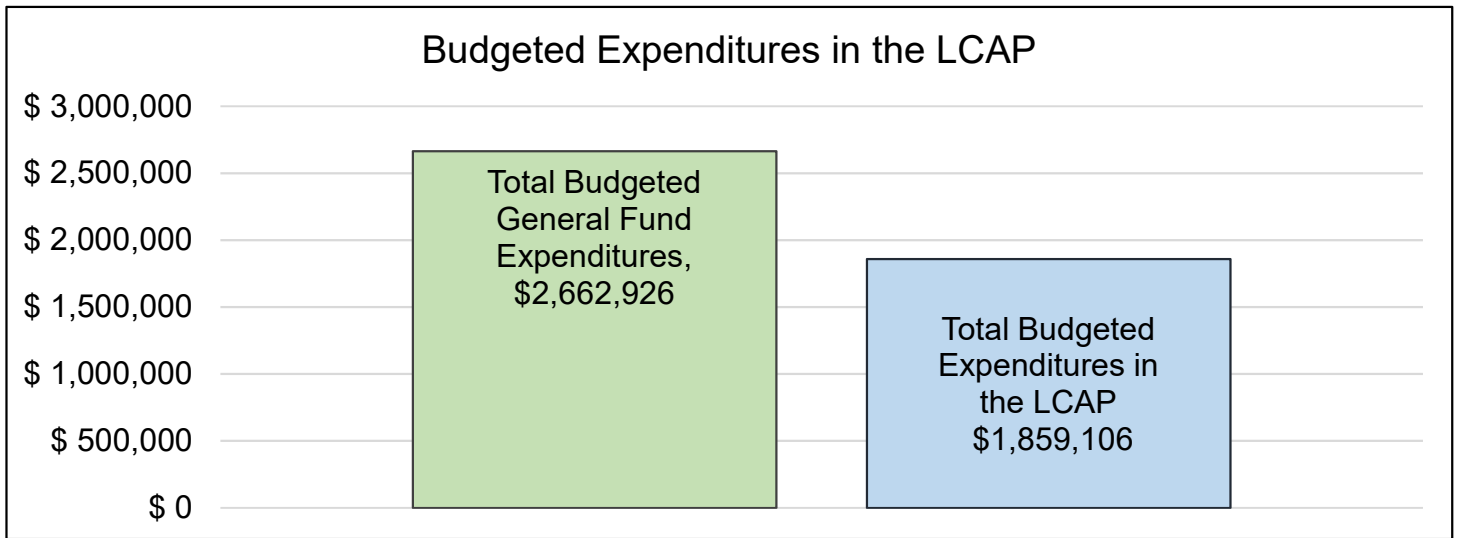LCFF supplemental & concentration grants, $603,777 , 22%

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

The text description for the above chart is as follows: The total revenue projected for Bridges Preparatory Academy is $2,698,728.10, of which $2,007,827.46 is Local Control Funding Formula (LCFF), $358,189.05 is other state funds, $96,783.18 is local funds, and $235,928.40 is federal funds. Of the $2,007,827.46 in LCFF Funds, $603,776.86 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

Bar chart showing:
- Total Budgeted General Fund Expenditures, $2,662,926
- Total Budgeted Expenditures in the LCAP $1,859,106

Y-axis ranges from $0 to $3,000,000 in increments of $500,000.

This chart provides a quick summary of how much Bridges Preparatory Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bridges Preparatory Academy plans to spend $2,662,926.35 for the 2023-24 school year. Of that amount, $1,859,106.00 is tied to actions/services in the LCAP and $803,820.35 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
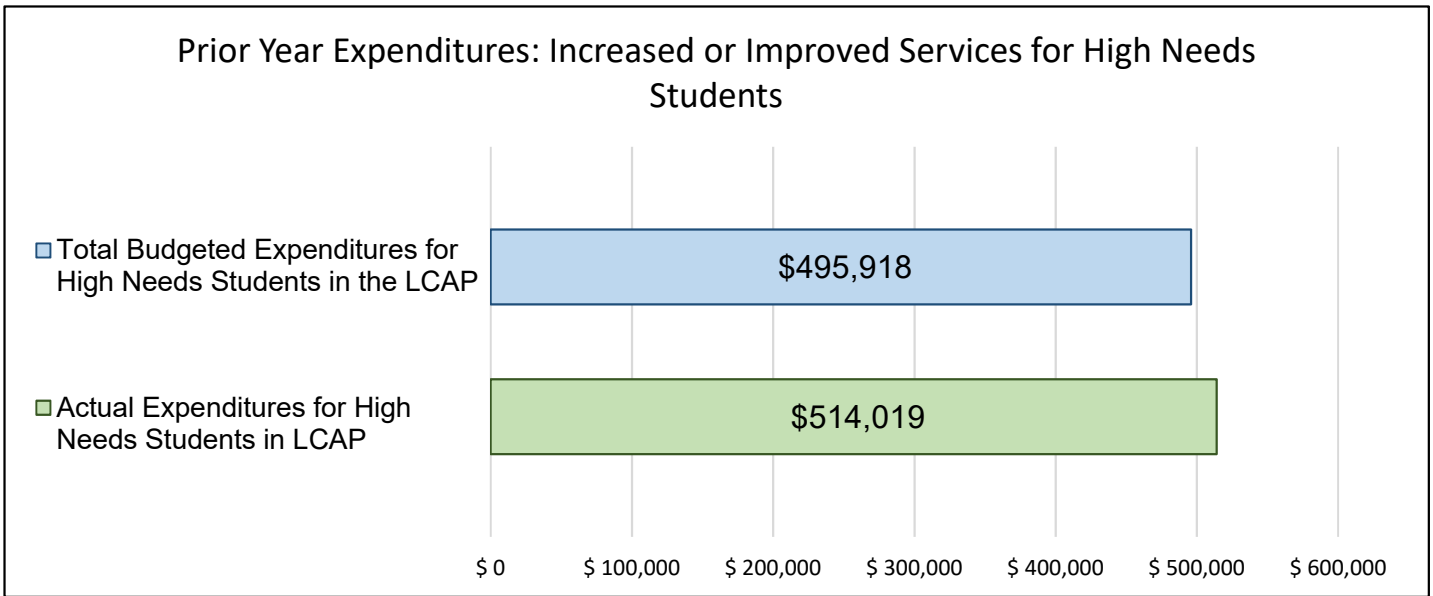
Consultants, Legal and Audit expenses, General and Workers' Compensation Insurance, and consultants among other expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bridges Preparatory Academy is projecting it will receive $603,776.86 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 $603,776.86 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 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$495,918
☐ Actual Expenditures for High Needs Students in LCAP	$514,019

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

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 2022-23, Bridges Preparatory Academy's LCAP budgeted $495,918.00 for planned actions to increase or improve services for high needs students. Bridges Preparatory Academy actually spent $514,019.00 for actions to increase or improve services for high needs students in 2022-23.

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 2023-24

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 a rigorous college preparatory education program. Bridges Preparatory Academy currently serves 118 students in grades 6-8 and reflects the community we serve with approximately 80% Hispanic, 20% African American, 13% Students with Disabilities, 26% English Learners, 2% Foster Youth, 2% Homeless, and 74% Socio-economically 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, and 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 whole, 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 is engaging 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.

This school year, Bridges Preparatory Academy was the recipient 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.
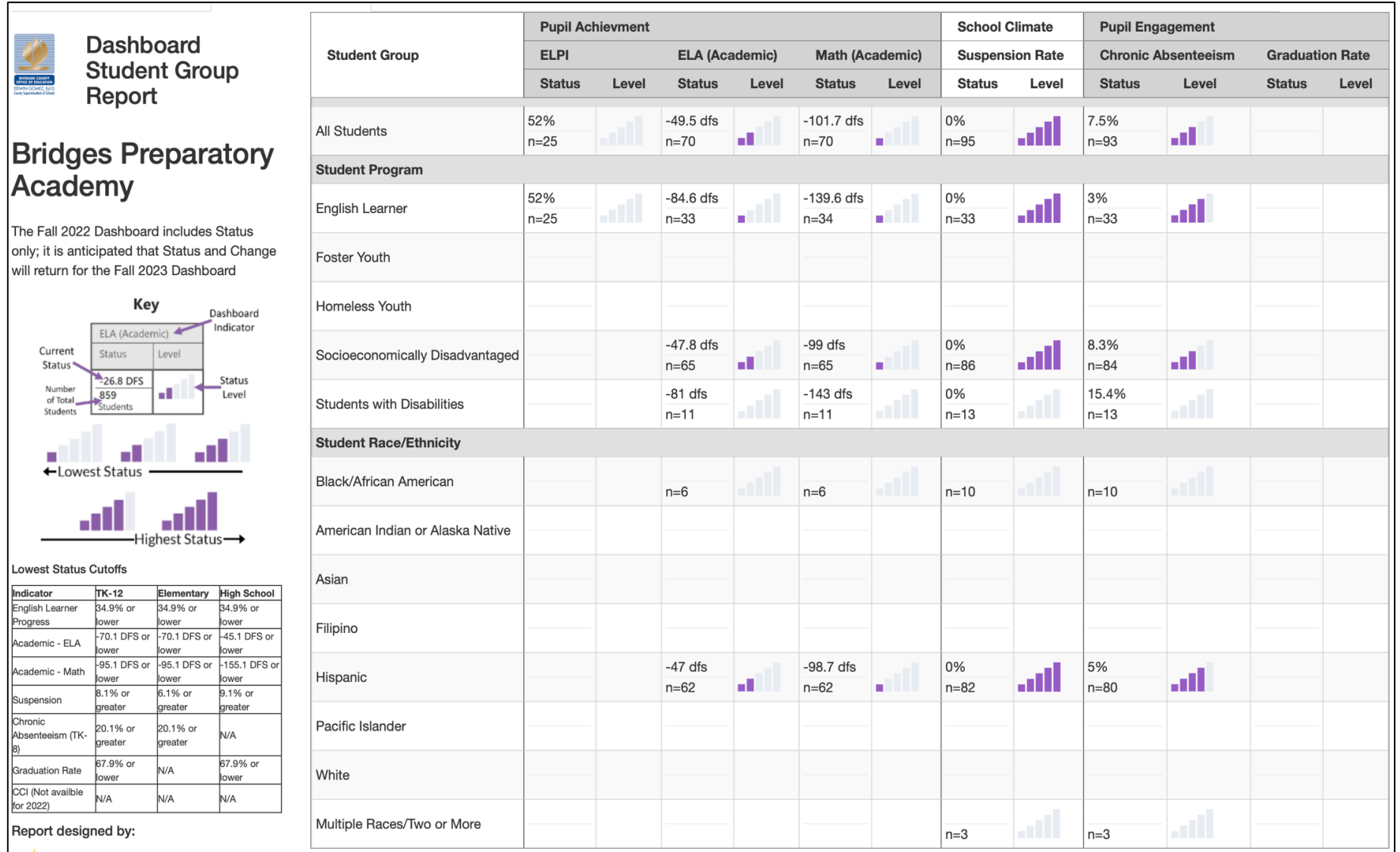
BPA is committed to building a coherent, comprehensive, and sustainable community school. BPA will leverage existing resources and establish partnerships with community and government agencies, R-TAC, Los Angeles Institute for Restorative Practices (LAIRP), LACOE PBIS Community of Practice, Parent Institute for Quality Education (PIQE), UCLA Math Project; and the UCLA Writing Project to provide professional learning and

coaching for our teachers. BPA will provide families with parent education workshops that engages, empowers, and transforms families by providing them with the knowledge and skills to partners with schools and communities to ensure their students achieve their full potential.

Reflections: Successes

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

The following chart reflects Bridges Preparatory Academy's performance on the 2022 CA School Dashboard by indicator and student group:

Dashboard Student Group Report

Bridges Preparatory Academy

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard

Key

Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not availble for 2022)	N/A	N/A	N/A

Report designed by:

| Student Group | Pupil Achievment | | | | | | School Climate | | Pupil Engagement | | | |
| | ELPI | | ELA (Academic) | | Math (Academic) | | Suspension Rate | | Chronic Absenteeism | | Graduation Rate | |
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	52% n=25		-49.5 dfs n=70		-101.7 dfs n=70		0% n=95		7.5% n=93			
Student Program												
English Learner	52% n=25		-84.6 dfs n=33		-139.6 dfs n=34		0% n=33		3% n=33			
Foster Youth												
Homeless Youth												
Socioeconomically Disadvantaged			-47.8 dfs n=65		-99 dfs n=65		0% n=86		8.3% n=84			
Students with Disabilities			-81 dfs n=11		-143 dfs n=11		0% n=13		15.4% n=13			
Student Race/Ethnicity												
Black/African American			n=6		n=6		n=10		n=10			
American Indian or Alaska Native												
Asian												
Filipino												
Hispanic			-47 dfs n=62		-98.7 dfs n=62		0% n=82		5% n=80			
Pacific Islander												
White												
Multiple Races/Two or More								n=3		n=3		

Bridges Preparatory Academy is proud of the following accomplishments from the 2022 CA School Dashboard and local data:

- Very High performance level for the Suspension Rate Indicator all students (0%) and all student groups.

- High performance level for the Chronic absenteeism rate for the following student groups: English Learners (3%); and Hispanic (5%).

- Medium performance level for the Chronic absenteeism rate for all students 7.5%; and the Socioeconomically Disadvantaged student group 8.3%

- All Local Indicators earned a "Standards met" on the 2022 CA School Dashboard.

The MTSS Grant provided our school with comprehensive staffwide training which our teachers and Principal continue to participate in. Training has included the use of evidence-based strategies to address student's emotional needs including ways of addressing concerns in the classroom and strategies on how to cope with anxiety, stress, peer-pressure, and mental illness. We have seen the difference in students' attitude and it has helped teachers understand the overall improvement through the delivery of tiered support.

A counselor was hired to support with group counseling and communicates regularly with parents and leads lessons weekly across all grade levels. The Counselor supports implementation of the SEL curriculum and assists teaches with student behavioral challenges. This past year, we hosted cultural celebrations throughout the year, not just to celebrate cultures our students are familiar with, but those they are not typically exposed to in order to learn acceptance, of themselves and other regardless of race, sex, gender, religion, and so forth.

Each morning starts with SEL lessons combined with restorative practice that sets the tone for the day. At BPA, we have developed a nurturing, caring and safe place for our students which allows them to speak freely and share their ideas, however it must be done in a respectful manner, therefore they may be vocal without being confrontational. This practice has resulted in our students thriving when confronted with a challenging issue or situation. Our teachers develop lessons that integrate meaningful interactive projects where students engage in critical thinking and communication.

We analyzed our ***chronic absenteeism data***, observing for trends, and collected data from meetings with students and their families to develop an action plan. The majority of absences took place on Fridays, so we reconfigured the master schedule and added Friday Clubs "Fun Friday." If students fail to attend school, they are unable to participate in Fun Friday. This past year we saw a decline in tardies and absences as a result. For the 2023-24 school year, we will implement PEBSAF parent workshops to discuss the impact of truancy on student learning and development. When a student is absent a call is made to the parent within the hour, and we discuss the importance of daily student attendance. Also, during drop-off and pick-up we take the opportunity to introduce ourselves to families and remind them of the importance of daily student attendance.

This year, we also provided our students with field trips to colleges and universities to learn about college entrance requirements, engage in the ambience of being on a college campus and learn about the different majors, and expectations of college life. We integrated this learning with ELA and assigned students writing prompts regarding their experience and what they learned.

Reflections: Identified Need

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

Bridges Preparatory Academy has identified the following areas of need for significant improvement based on a review of the Dashboard and local data:

- Low performance level for the ELA Academic Indicator all students (-49.5dfs); and the following student groups – Socioeconomically Disadvantaged (-47.8dfs) and Hispanic (-47dfs).

- Very low performance level for the ELA Academic Indicator for English Learners (-84.6dfs)

- Very Low performance level for the Math Academic Indicator for all students (-101.7dfs); and the following student groups: English Learners (-139.6dfs), Socioeconomically Disadvantaged -99dfs), and Hispanic (-98.7dfs).

English Language Arts & Mathematics: Bridges Preparatory Academy conducted a comprehensive needs assessment reviewing and analyzing multiple types of data; and assessing our overall educational and instructional program, to identify areas for growth. A significant area of need was mathematics. This year we adopted Saavas and provided the math teacher with instructional coaching. Saavas provides interactive lessons with consumables for out students. This year, we have visibly noticed a significant improvement in student engagement; and achievement in mathematics as evidenced by NWEA MAP Assessments.

The following chart reflects NWEA MAP assessments for reading and math by grade level and student group for fall, winter, and spring.

Students in grades 6-8 met their growth norms in reading and math this year. However, in Reading 8th grade SWD demonstrated a decline in their RIT Scores. This is an area that we will focus on for professional learning with our Educational Specialist and our SELPA in the 2023-24 school year.

	2022-23 NWEA MAP RESULTS: READING																	
GRADE LEVEL	FALL 2022				WINTER 2023				SPRING 2023				MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN HISP RIT GROWTH	Fall to Spring Mean	Fall to Spring SD
	MEAN RIT	EL	SWD	HISP	MEAN RIT	EL	SWD	HISP	MEAN RIT	EL	SWD	HISP						
GRADE 6	198.2	191.9	188.7	196	199.6	192.9	192	198.8	206.6	206.3	207	205.2	8.4	14.4	18.3	9.2	5.19	1.79
GRADE 7	207.1	199.1	195.2	207.1	210.1	204.5	202.1	210.6	215.7	209.4	202.2	216.2	8.6	10.3	7	9.1	4.16	1.78
GRADE 8	208.8	200.4	190.7	209.5	212	203.6	192.3	214.7	219.6	207.8	189	220.4	10.8	7.4	-1.7	10.9	3.65	2.06

GRADE LEVEL	FALL 2022				WINTER 2023				SPRING 2023				MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN HISP RIT GROWTH	Fall to Spring Mean	Fall to Spring SD
	MEAN RIT	EL	SWD	HISP	MEAN RIT	EL	SWD	HISP	MEAN RIT	EL	SWD	HISP						
GRADE 6	200.5	198.7	193.3	201.3	203.8	202.3	198	205.5	208.7	211.6	210.7	211.2	8.2	12.9	17.4	9.9	8.13	2.24
GRADE 7	207.5	201.3	200.3	208.3	215.1	210.7	202.8	216.4	229.7	221.9	217.1	229.2	22.2	20.6	16.8	20.9	6.52	2.08
GRADE 8	213.9	205	196.7	216	220.3	214.1	198	224	229.3	219.1	210.7	231.7	15.4	14.1	14	15.7	5.38	2.42

2022-23 NWEA RESULTS MATH

This year we added tiered interventions including pull-outs by the Interventionist and Instructional Aides. We also modified the master schedule to allow for an hour of RtI - intervention through small group instruction led by each teacher and Instructional Aide. Students were placed in centers that rotated each 15 minutes which allowed for students to ask questions in a small setting in all subject areas.

There is a need to educate parents on their role of supporting their child's learning, their mindset. The assumption is that learning only takes place at school. Therefore, we will provide ongoing parent workshops on a number of issues, including parenting, mindset, SEL, and the Science of Learning.

LCAP Highlights

BPA was recently awarded the Cohort 3, MTSS SUMS grant to provide comprehensive staff wide training on MTSS and implement 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 will design intervention plans using multiple types of data to make informed decisions and maximize student outcomes. 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, R-TAC, Los Angeles Institute for Restorative Practices, LACOE PBIS, PIQE, including statewide programs such as the UCLA Math Project; and UCLA Writing Project to provide professional learning for our teachers and Summer Camps for our students to improve academic outcomes and address learning gaps.

BPA will also adopt Ripple Effects SEL; and provide staffwide training to in addition to restorative practices to further continue strengthening school culture, climate, student engagement and improve daily attendance rates.

BPA plans to provide families with parent education workshops that engages, empowers, and transforms families by providing them with the knowledge and skills to partners with schools and communities to ensure their students achieve their full potential. Topics will focus on Social-emotional learning, family engagement, strategies to build student's positive self-esteem, drug use/abuse, and cyberbullying/bullying; and other topics as identified from the needs assessment and feedback from families.

Bridges Preparatory Academy has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(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

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 was 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

Bridges Preparatory Academy engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP through the following methods/venues:

- **Principal** was consulted during weekly leadership team meetings. The LCAP goals and actions were reviewed along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources, including the development of the 2023-24 LCAP.

- **Teachers** were consulted during monthly data meetings. The LCAP goals and actions were reviewed along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources, including the development of the 2023-24 LCAP.

- **Other School Personnel** were consulted during monthly data meetings. The LCAP goals and actions were reviewed along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources, including the development of the 2023-24 LCAP.

- **Students** were consulted during Advisory and via survey where discussion took place on the LCAP goals and actions and solicited feedback with the development of the 2023-24 LCAP.

- **Parents** were consulted during monthly Coffee with the Principal meetings (September 2022 – May 2023) The LCAP goals and actions were reviewed along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources, including the development of the 2023-24 LCAP.

- **Parent Advisory Committee (PAC)** which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted during quarterly meetings (September 2022 – June 2023). The LCAP goals and actions were reviewed along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources, including the development of the 2023-24 LCAP.

- **ELAC** was consulted in-person meetings on the following days (9/20/23, 10/25/22, 12/20/23, 2/21/23, and 5/23/23 where discussion also included the LCAP goals and actions were reviewed along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources, including the development of the 2023-24 LCAP.

- **SELPA** (Los Angeles County Charter SELPA) was consulted on May 9, 2023 via email.

Bridges Preparatory Academy consulted with its required educational partners and the following is feedback that was collected:

- Principal would like the resources to hire additional support staff including a Social Worker, Counselor, and Instructional Coaches.

- Teachers requested SMART board for each classroom; Instructional Aides, Anthology books, and an increase in pay.

- Other School Personnel requested to receive coaching and participate in professional development, including workshops on tiered intervention, and restorative practices.

- Students requested they would like to participate in field trip; continue with after-school tutoring services.

- Parents requested parent workshops in grade specific math, and English; in addition to Internet 101; requested a full-time security guard on campus (because of the school's location and community we serve) in addition to a full-time nurse since families have limited access to health care.

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities agreed they would like to continue to interventions built into the instructional day including Instructional Aides; and afterschool tutoring opportunities. IN addition, parents would like workshops on how they can support their teen's learning at home.

- ELAC/DELAC/EL-PAC – requested a parent center on-campus; and workshops on how to support their EL toward English language proviciency and reclassification.

- SELPA (Los Angeles County Charter SELPA) agreed with LCAP Goal 1, Action 6. No additional feedback.

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

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 3: Instructional Aides, and after-school tutoring services

- Goal 1, Action 4: Counselor

- Goal 1, Action 4: Professional development/training on Restorative practices, Ripple Effects, and PBIS CoP (LACOE)

- Goal 2, Action 1: Instructional Coaching and additional professional learning opportunities

- Goal 2, Action 2: EL Instructional Aide

- Goal 3, Action 1: Field Trips

- Goal 3, Action 3: Community Schools Coordinator, Parent workshops

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.

An explanation of why the LEA has developed this goal.

There is a need to further strengthen the identification and delivery of evidence-based interventions to further accelerate student learning, through our multiple schoolwide initiatives: PBIS, Literacy, Math, MTSS, Community Schools to close achievement gap in alignment with the Expanded Learning Opportunities Program.

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: results pending		35%
CAASPP Math Source: CDE	*	2021-22: 12.34% met or exceeded standard	2022-23: results pending		20%
CA Science Test: Gr 8 Source: CDE	*	2021-22: 5.26%% met or exceeded standard	2022-23: results pending		10%
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	*	2021-22: 100%	2022-23: 100%		100%
% Of students including Unduplicated Pupils,	*	2021-22: 100%	2022-23: 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		Good
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	*	2021-22: 22.58% Proficient	2022-23: results pending		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%		100%

Bridges Preparatory Academy serves grades 6-8: therefore, the following metrics do not apply:
- Priority 3: % of pupils who successfully completed A-G
- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher
- Priority 3: Pupils prepared for college by EAP
- Priority 5: HS Dropout Rate, HS Graduation Rate
- Priority 8: Other pupil outcomes

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 and provide all students with a broad course of study 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 (8 additional instructional days) All teachers will participate in 8 days of intensive Summer Professional Development to prepare for the 2023-24 academic school year, and an additional 3 non-instructional days during the academic year. Teachers will also participate in weekly Professional Development and/or staff development.	$644,204	Y
2	**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	$6,000	N

		groups of students regardless of how far above or below they are from their grade level.		
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	Areas of concern based on our comprehensive needs assessment, baseline student performance on the 2022 SBAC assessments combined with performance on NWEA MAP assessments (local assessments) indicates significant learning gaps especially among English Learners and Students with Disabilities Based on our MTSS - struggling learners are 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, small group instruction to accelerate learning. Instructional Aides will provide Tier 1 support through small group instruction in ELA and Math courses. Students will also have access to the following intervention programs that provide differentiated learning and are aimed at addressing learning gaps: • BrainPOP: Math, ELA, Science, Social Studies & ELD • iXL: ELA, Math, Science, Social Studies Bridges Preparatory Academy also offers students expanded learning opportunities through its afterschool, intercession, and summer programming. The State Board of Education (SBE) has also approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth. Achieve 3000 is a supplemental online literacy program that provides nonfiction reading content to students in grades TK-12 and focuses on	$269,059	Y

		building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of "strong" from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. It allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. Achieve 3000 supports students to continue to accelerate their literacy growth in order to be on track for academic success.			
4	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	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 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.	$154,929		Y

		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.		
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	BPA strives to provide all students and staff with a safe and clean school facility site. Annually, our school administers the Facility Inspection Tool (FIT) report and will address any issues/findings.	$181,000	N
6	**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 comprised of the Executive Director (SPED Director), RSPs, Education Professionals, and service providers will deliver required services to Students with Disabilities (SWD) to ensure the academic, social-emotional, and behavioral needs are met, and services provided. Members of the Special Education team will participate in professional learning provided by the SELPA, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers in planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.	$201,231	N

Goal Analysis for 2022-23

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

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

Action 1: One of our teachers went on maternity leave; and hiring an experienced teacher for that period (temporary) was unsuccessful. Therefore, the Interventionist, a credentialed teacher shifted to that position.

Action 3: once the interventionist shifted to the classroom role, we were unsuccessful in filling the interventionist role.

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

There were material differences due to the shift in staff (See above).

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

Once we analyzed student achievement data including the dashboard, we as a team agreed the need to urgently increase intervention blocks, tiered intervention during the day and expand the ELOP to all grade level (6-8) to provide all students with evidence-based high dosage tutoring.

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 20223-24 school year, Goal 1, Action 7 will be eliminated because our core teachers identified in Goal 1, Action 2 will also be assigned to teach an elective course (Coding, Film & Propaganda, Creative Writing). Rather than have an action with no cost, it was eliminated and integrated into Goal 1, Action 1. There will be no changes to the goal, metrics, and desired outcomes, as the 2023-24 school year marks the third year BPA will be in operation. We will however align our multiple initiatives to strengthen our educational and instructional program (PBIS, Literacy, Math, MTSS, Community Schools).

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

Goal

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

An explanation of why the LEA has developed this goal.

An analysis of our dashboard, and local data identified the need to further strengthen tiered intervention and increase student engagement. There is a need to provide robust professional learning opportunities and instructional coaching is essential to build capacity, and strengthen the delivery of instruction using evidence-based pedagogical strategies to improve student outcomes.

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%		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 — 4 Math — 4 NGSS — 4 History — 4 Health — 4 PE — 4 VAPA — 4
Attendance Rate	*	2021-22:	2022-23:		95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CALPADS					
Chronic absenteeism Rate Source: Dataquest	*	*	**2021-22 CHRONIC ABSENTEEISM** |	Number	Rate
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Schoolwide	7	7.5%
Hispanic	4	5.0%
English Learners	1	3.0%
SWD	2	15.4%
SED	7	8.3%			<10%
Middle School Dropout Rate Source: CALPADS	*	*	2021-22: 0%		0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	Our teachers will participate in 8 days of intensive Summer Professional Development to prepare for the 2023-24 academic school year, and an additional 3 non-instructional days during the academic year. Teachers will also participate in weekly Professional Development and/or staff development. The Executive Director will provide instructional coaching, observations, and feedback for all teachers and on effective evidence-based pedagogical strategies. BPA teachers and Director will participate in professional development and coaching from the UCLA Math Project & UCLA Writing Project. Professional development will be facilitated by the Executive Director, and the areas of focus for 2023-24 school year include: • Mindset – Carol Dweck • ELD Cengage curriculum adoption, strategies; & co-teaching • Restorative Practices: LAIRP	$25,000	Y

Action #	Title	Description	Total Funds	Contributing
		• Writing across the curriculum • PBIS: LACOE CoP • Ripple Effects SEL • Saavas Math curriculum coaching • The Writing Revolution • Picture Word Inductive model for ELs • Mindset for teachers • Parent engagement strategies. As a recipient of the Phase 3 MTSS Grant the Administrative/Instructional Leadership Team will continue to participate in comprehensive MTSS training, in order to design a schoolwide MTSS training model and coaching for the 2023-24 school year, that integrates the various components and elements of our MTSS in combination with new initiatives, to ensure alignment, seamless integration and fidelity to implementation, schoolwide. To support teacher effectiveness and credential clearance, BPA will fund induction expenses.		
2	**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/ELD Teacher 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. ELs will receive designated and integrated ELD; and utilize Cengage ELD curriculum. The EL Instructional Aide (Title I) will provide push-in	$135,825	Y

Action #	Title	Description	Total Funds	Contributing
		supplemental support specifically for English learners/Long term EL that are struggling academically during ELA, ELD and Math courses. BPA's Professional Development Plan provides all teachers with additional training for supporting ELs including EL Roadmap, Designated/Integrated ELD, including resources from CDE ELD Standards Teaching modules (ELA/ELD Implementation Support Videos), and Californians Together EL Roadmap Administrators and Techer Toolkit. Californians Together EL Roadmap Toolkit was designed by Dr. Laurie Olsen, and is a statewide coalition of parents, teachers, administrators, board member, etc., focusing on improving instruction for CA EL's by improving schools and promoting equitable educational policy. Instructional Learning Plans for English learners will be: (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.		
3	**CORE CURRICULAR PROGRAM NEEDS**	BPA will ensure all students have access to standards aligned curriculum for all core subject areas. Purchases for additional curriculum and/or consumables will be made as needed.	$59,002	N
4	**CLOSING THE DIGITAL DIVIDE**	Bridges Preparatory Academy will ensure all students have access to a technology device to access instructional & supplemental materials; use of SMART board, contract IT Support; and continue to utilize Zoom for virtual meetings.	$73,700	N

Goal Analysis for 2022-23

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

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

Action 1: We needed to place on hold Branching Minds, Ways of Council, and i-Ready implementation.

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

There were minor material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Once we analyzed student achievement data including the dashboard, we as a team agreed the need to urgently increase intervention; and provide our teachers and support team with additional coaching.

As a small school with limited staff, we need to place on hold Branching Minds and PBIS CoP – which will shift to the 2023-24 school year.

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.

There will be no changes to the goal, metrics, and desired outcomes, as the 2023-24 school year marks the third year BPA will be in operation. We will however align our multiple initiatives to strengthen our educational and instructional program (PBIS, Literacy, Math, MTSS, Community Schools). However, BPA will provide all teachers with differentiated coaching including partnerships with UCLA, LAIRP and will join the LACOE PBIS Community of Practice (CoP).

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

Goal

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

An explanation of why the LEA has developed this goal.

Engaging families/parents is essential in order to successfully educate "the whole child." Our school will continue to strengthen communication and collaboration with families to improve student outcomes, reduce chronic absenteeism rates, improve school climate, and provide a welcoming and inclusive 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%		<1%
Expulsion Rate Source: Dataquest	*	*	2021-22: 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		>70%
Parent Survey: Sense of safety & school connectedness	*	2021-22: 66% Sense of safety	2022-23: 90% Sense of safety		>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CSPS		71% School connectedness	91% School connectedness		
Teacher/staff Survey: Sense of safety & school connectedness Source: internal survey	*	2021-22: 100% Sense of safety 100% School connectedness	2022-23: 100% Sense of safety 100% School connectedness		>90%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	*	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 3 8. 3		Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	*	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 4 4. 3		Rating of 5

* Bridges Preparatory Academy opened in the 2021-22 school year (Year 1).

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.	$25,000	N

		To support student engagement and a positive school climate, our school will continue to implement PBIS schoolwide events, assemblies, and family/community events.		
		The Executive Director with the Leadership Team will ensure the Comprehensive School Safety Plan is reviewed, revised, and presented to staff. BPA will provide a set of school uniforms for students.		
2	**PARENT INPUT IN DECISION-MAKING**	At Bridges Preparatory Academy, parent input in decision-making will take place through the following: • 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) with numerous opportunities to engage as partners in their child's education through Coffee with the Principal (specifically for families with SWD, Coffee with the Principal, Open House, back to school night, and parent conferences. Our staff will communicate with families using Parent Square and provide updates on the school's website. Parents will also be provided with access to PowerSchool Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff. 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 to the 4 Pillars of Community Schools, MTSS, ELOP, to address the academic, social-emotional, and mental health needs of our students; and support families and our educators/staff. The CSC will also lead	$84,156	Y

Parent workshop and conduct home visits for at risk students who are truant; and develop an attendance plan with the family and student.

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

All correspondence sent to families/guardians will be provided in English and translated to Spanish, as the anticipated/identified by our (primary) language survey and the "15% and above translation needs" criteria.

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

- Academic (literacy/math)
- Social-emotional learning
- Technology/Internet Safety
- Parent socializing
- Other topics as requested
- Understanding ILP
- Sex trafficking
- A-G requirements – for 8th grade parents.
- Impact of daily attendance/truancy on student outcomes

Goal Analysis for 2022-23

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

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

Action 3: BPA utilized Class Dojo (no cost) instead of Parent Square.

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.

Minor material difference since ParentSquare wasn't implemented/purchased.

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

Communicating with families was an ongoing effort through the collaboration of the Principal and Parent Outreach Coordinator, to ensure students attended school regularly and to maintain a positive school climate and high level of student engagement.

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.

There will be no changes to the goal, metrics, and desired outcomes, as the 2023-24 school year marks the third year BPA will be in operation. We will however align our multiple initiatives to strengthen our educational and instructional program (PBIS, Literacy, Math, MTSS, Community Schools). The Community Schools Coordinator will seek partnerships with community based organizations, local agencies, to bring resources to support our educational and instructional program, including the needs of our families.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$603,777	$79,294

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43%	0%	$0	43%

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

Required Descriptions

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

The post-pandemic impact on our students continues to identify significant learning gaps including lack of social skills combined with high levels of anxiety, trauma, impeding learning. Research has shown that poverty has a profound and predictable negative influence on child development, including language skills, physical and mental health, and academic achievement. The focus in the upcoming school year will continue to be to further accelerate student learning, improving student engagement, participation, attendance; and strengthening partnerships with families to improve student outcomes and build community.

Bridges Preparatory Academy conducted a needs assessment using multiple forms of data including assessments and LCAP metric to identify the needs of our Unduplicated Pupils and how to effectively meet those needs. The following LCAP Goals and Actions will be provided on a "schoolwide" basis, are principally directed towards, and contribute to the increased service requirement for Unduplicated Pupils (UP).

- Goal 1, Action 1: Bridges Preparatory Academy will provide its students with 183 instructional days exceeding CA state requirement of 175 instructional days (8 additional instructional days). All teachers will participate in 8 days of intensive Summer Professional Development to prepare for the 2023-24 academic school year, and an additional 3 non-instructional days during the academic year. Teachers will also participate in weekly Professional Development and/or staff development.

- Goal 1, Action 3: Areas of concern based on our comprehensive needs assessment, baseline student performance on the 2022 SBAC assessments combined with performance on NWEA MAP assessments (local assessments) indicates significant learning gaps especially among English Learners and Students with Disabilities Based on our MTSS - struggling learners are 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, small group instruction to accelerate learning. Instructional Aides will provide Tier 1 support through small group instruction in ELA and Math courses. Students will also have access to the following intervention programs that provide differentiated learning and are aimed at addressing learning gaps: BrainPOP: Math, ELA, Science, Social Studies & ELD; and iXL: ELA, Math, Science, & Social Studies.

- Goal 1, Action 4: 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 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.

- Goal 2, Action 1: BPA teachers and Director will participate in professional development and coaching from the UCLA Math Project & UCLA Writing Project. In addition, BPA will acquire the services of LAIRP to provide staffwide training on restorative practices; combined with training on Ripple Effects SEL.

- Goal 3, Action 3: 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 to the 4 Pillars of Community Schools, MTSS, ELOP, to address the academic, social-emotional, and mental health needs of our students; and support families and our educators/staff. The CSC will also lead Parent workshop and conduct home visits for at risk students who are truant; and develop an attendance plan with the family and student.

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

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

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

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 Techer Toolkit. Californians Together EL Roadmap Toolkit was designed by Dr. Laurie Olsen, and is a statewide coalition of parents, teachers, administrators, board member, etc., focusing on improving instruction for CA EL's by improving schools and promoting equitable educational policy. Instructional Learning Plans for English learners will be: (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

Bridges Preparatory Academy will use additional concentration grant add-on funds to fund the additional Instructional Aides ((Goal 1, Action 3) to provide additional support during ELA, Math, and Advisory that will provide Tier 1 intervention, which will increase the number of staff that provide direct services to Unduplicated Pupils.

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 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 807,971	$ 805,813	$ -	$ 245,322	1,859,106	$ 1,302,386	$ 556,720

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	ALL	$ 186,467	$ 457,737	$ -	$ -	$ 644,204
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	ALL	$ 6,000	$ -	$ -	$ -	$ 6,000
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	ALL	$ 224,059	$ 28,328	$ -	$ 16,672	$ 269,059
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	ALL	$ 14,097	$ 140,832	$ -	$ -	$ 154,929
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	ALL	$ 25,000	$ 156,000	$ -	$ -	$ 181,000
1	6	SERVICES TO SUPPORT SWD	SPED	$ 131,231	$ -	$ -	$ 70,000	$ 201,231
2	1	PROFESSIONAL DEVELOPMENT	ALL	$ 20,000	$ 5,000	$ -	$ -	$ 25,000
2	2	EQUITABLE SERVICES FOR ENGLISH LEARNERS	EL	$ 92,915	$ -	$ -	$ 42,910	$ 135,825
2	3	CORE CURRICULAR PROGRAM NEEDS	ALL	$ -	$ -	$ -	$ 59,002	$ 59,002
2	4	CLOSING THE DIGITAL DIVIDE	ALL	$ 16,962	$ -	$ -	$ 56,738	$ 73,700
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	ALL	$ 25,000	$ -	$ -	$ -	$ 25,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	ALL	$ 66,240	$ 17,916	$ -	$ -	$ 84,156

FY23-24 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
$ 1,404,051	$ 603,777	43.00%	0.00%	43.00%	$ 603,777	0.00%	43.00%	**Total:**	$ 603,777
								LEA-wide Total:	$ -
								Limited Total:	$ 107,011
								Schoolwide Total:	$ 496,765

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	BPA	$ 186,467	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO A	Yes	Schoolwide	All	BPA	$ 224,059	0.00%
1	4	ADDRESSING SOCIAL-EMOTIONAL & B	YES	Limited	0	BPA	$ 14,097	0.00%
2	1	PROFESSIONAL DEVELOPMENT	YES	Schoolwide	0	BPA	$ 20,000	0.00%
2	2	EQUITABLE SERVICES FOR ENGLISH L	Yes	Limited	English Learners	BPA	$ 92,915	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPC	Yes	Schoolwide	All	BPA	$ 66,240	0.00%

FY22-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,806,700.44	$ 1,785,922.57

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	No	$ 310,000	$ 340,849
1	1A	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 126,126	$ 157,500
1	1B	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 129,675	$ 145,879
1	1C	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 57,825	$ 67,986
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	$ 4,800	$ 5,135
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 50,956	$ 45,356
1	3A	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 133,415	$ 143,115
1	3B	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 55,824	$ 49,854
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ -	$ -
1	4A	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 14,000	$ -
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 215,370	$ 152,000
1	6	SERVICES TO SUPPORT SWD	No	$ 175,270	$ 175,270
1	7	BROAD COURSE OF STUDY	No	$ 21,500	$ -
2	1	PROFESSIONAL DEVELOPMENT	No	$ 12,000	$ 12,000
2	2	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	$ 75,751	$ 78,682
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 112,000	$ 120,000
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 63,500	$ 53,450

| 3 | 1 | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | No | $ 146,688 | $ 123,446 |
| 3 | 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | Yes | $ 102,000 | $ 115,400 |

FY22-23 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)
$ 514,019	$ 495,918	$ 567,818	$ (71,900)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1A	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 126,126	$ 157,500	0.00%	0.00%
1	1C	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 57,825	$ 67,986	0.00%	0.00%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	$ 4,800	$ 5,135	0.00%	0.00%
1	3A	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 129,415	$ 143,115	0.00%	0.00%
2	2	EQUITABLE SERVICES FOR ENGLISH LEARNERS	Yes	$ 75,751	$ 78,682	0.00%	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 102,000	$ 115,400	0.00%	0.00%

FY22-23 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)
$ 1,103,329	$ 514,019	0.00%	46.59%	$ 567,818	0.00%	51.46%	$0.00 - No Carryover	0.00% - No Carryover

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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:

Local Control and Accountability Plan Instructions

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

Local Control and Accountability Plan Instructions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Local Control and Accountability Plan Instructions

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

- o 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)

  - o 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 (%)

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

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

  - o 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)

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

LCFF Carryover Table

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

  - o 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)

  - o 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)

  - o 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).

California Department of Education
January 2022