LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Charter School
CDS Code: 56-10561-0121756
School Year: 2022-23
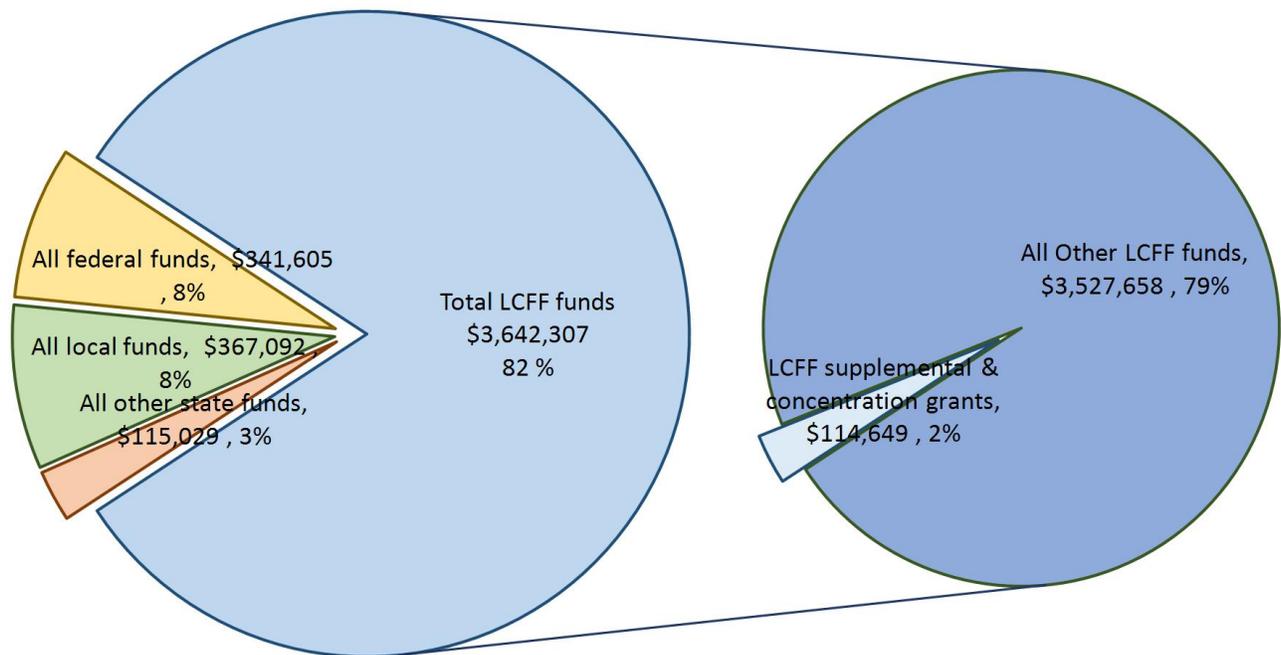LEA contact information:
Kelly Simon
Director
kelly.simon@bridgescharter.org; 805-492-3569
805-492-3569

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $341,605 , 8%

All local funds, $367,092 , 8%

All other state funds, $115,029 , 3%

Total LCFF funds $3,642,307 82 %

All Other LCFF funds, $3,527,658 , 79%

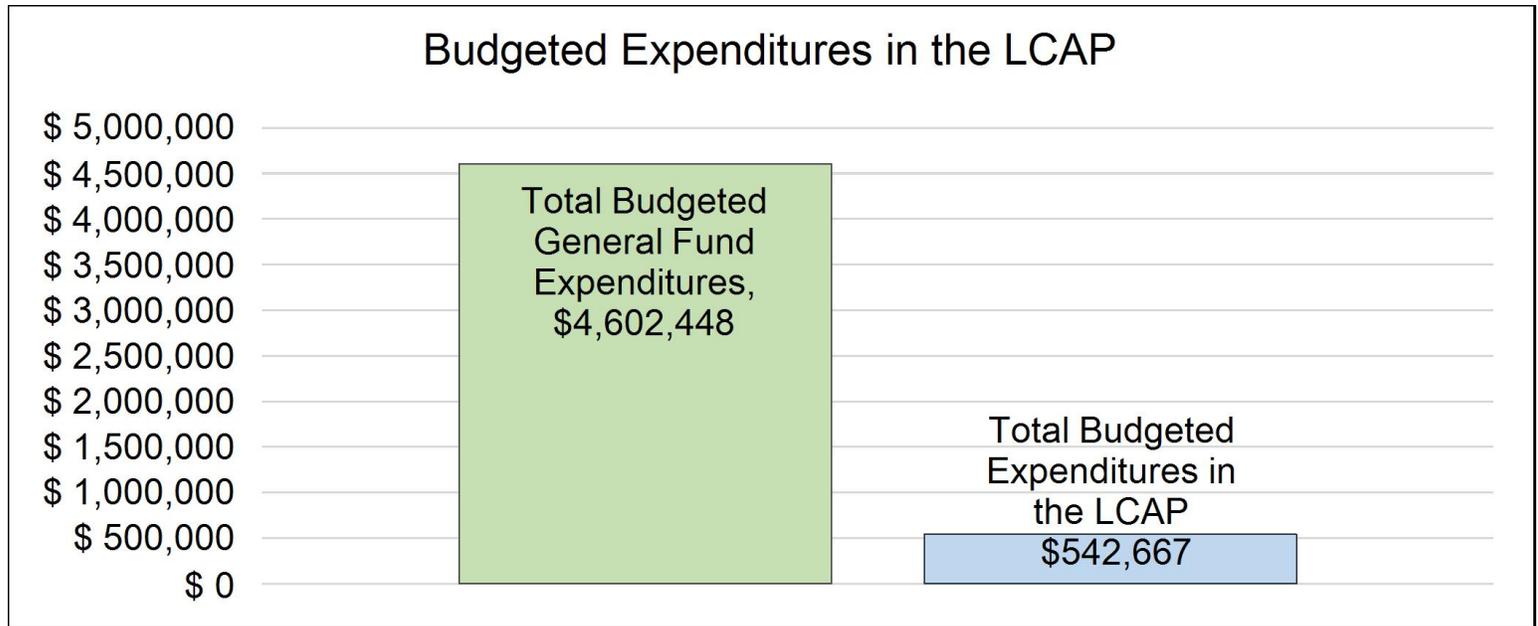LCFF supplemental & concentration grants, $114,649 , 2%

This chart shows the total general purpose revenue Bridges Charter School 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 Charter School is $4,466,033, of which $3,642,307 is Local Control Funding Formula (LCFF), $115,029 is other state funds, $367,092 is local funds, and $341,605 is federal funds. Of the $3,642,307 in LCFF Funds, $114,649 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

Total Budgeted General Fund Expenditures, $4,602,448

Total Budgeted Expenditures in the LCAP $542,667

This chart provides a quick summary of how much Bridges Charter School plans to spend for 2022-23. 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 Charter School plans to spend $4,602,448 for the 2022-23 school year. Of that amount, $542,667 is tied to actions/services in the LCAP and $4,059,781 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under $5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgo including indirect costs charges

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bridges Charter School is projecting it will receive $114,649 based on the enrollment of foster youth, English learner, and low-income students. Bridges Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bridges Charter School plans to spend $234,907 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 2021-22

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $210,077
- Actual Expenditures for High Needs Students in LCAP: $199,583
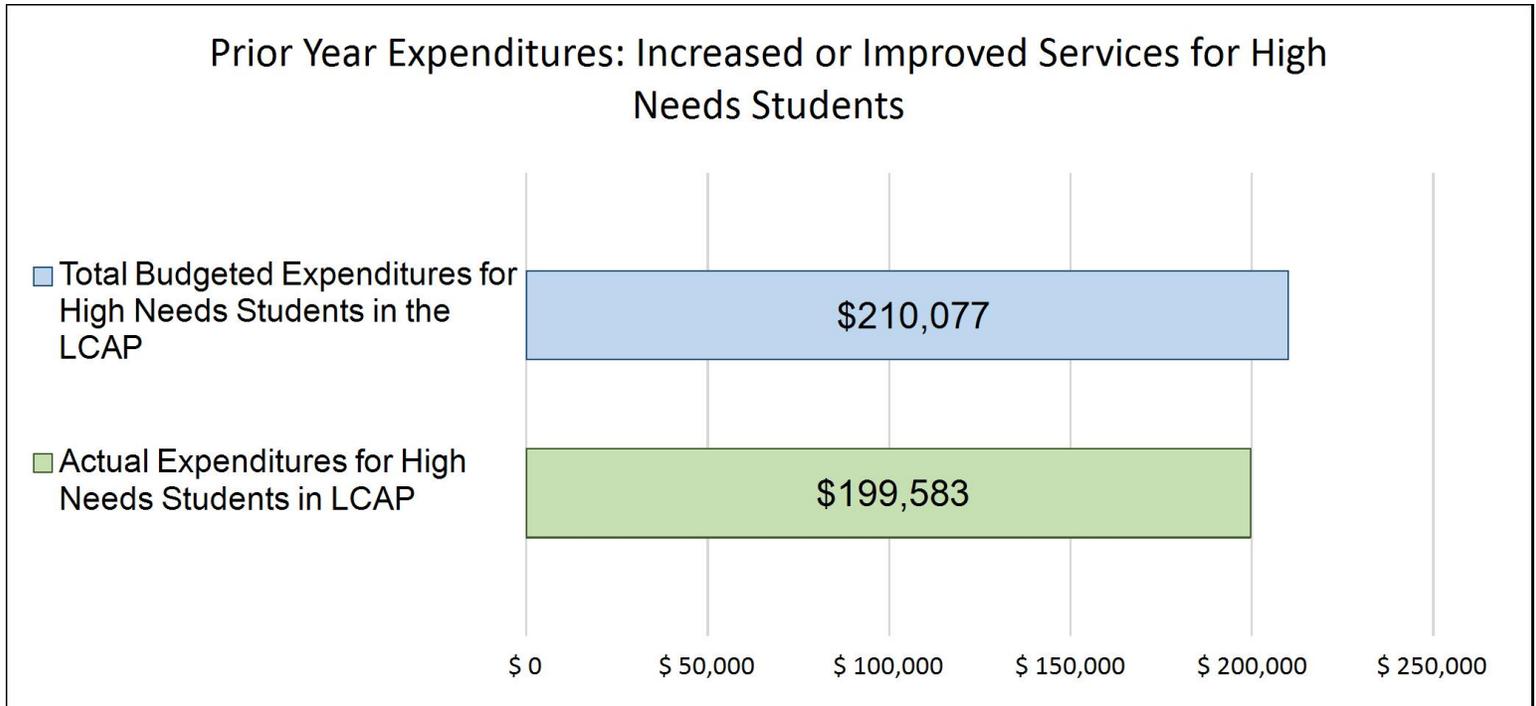
This chart compares what Bridges Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bridges Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Bridges Charter School's LCAP budgeted $210,077 for planned actions to increase or improve services for high needs students. Bridges Charter School actually spent $199,583 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-10,494 had the following impact on Bridges Charter School's ability to increase or improve services for high needs students:

BRIDGES had planned on hiring a full-time, certificated intervention teacher during the 2021-22 school year but ended up hiring a half-time, classified intervention specialist instead due to difficulty in being able to hire a full-time teacher for this position. Even with this reduction in projected supplemental spending, BRIDGES still spent well above the $113,742 that the school was required to spend on its unduplicated population.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bridges Charter School	Kelly Simon Director	kelly.simon@bridgescharter.org 805-492-3569

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Bridges has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Bridges Charter School will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA).

Previous engagement opportunities include: Discussions at teacher meetings about funding sources; community feedback during Coffee Chats with the Directors, discussions at public board meetings.

Additionally, teachers and staff discussed goals and action steps in staff meetings and provided suggestions for revisions, and Bridges administrators hosted a community LCAP session wherein we reviewed our LCAP and invited feedback and ideas for goals and action steps.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Bridges did not receive the 15% concentration grant add on, therefore this is not applicable.

Bridges Charter School has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Bridges Charter School sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.
The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.
Learning Continuity and Attendance Plan:
Expanded Learning Opportunities Grant Plan www.abcdistrict.com/ELO: https://4.files.edl.io/80bb/12/16/21/224806-eb125ee9-e508-4a6f-b8e9-6a68fdfa1cf8.pdf
Local Control and Accountability Plan https://4.files.edl.io/f005/10/06/20/185403-081aaefe-46b7-4866-93ed-51c5a16624e9.pdf
ESSER III Expenditure Plan https://4.files.edl.io/0cf8/02/04/22/203346-cc29c75b-4250-4887-8343-50b15b2fb163.pdf
As part of our annual LCAP process, Bridges Charter School connected with the following stakeholder groups to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts: Students, Families, including families that speak languages other than English; School and district administrators, including special education administrators; Teachers, school leaders, other educators, and other school staff.

Health and safety of students, educators, and other staff Successes::In order to address learning loss for our special populations of students, we hired an additional full time resource teacher who is using a research based reading and math curriculum to provide targeted Specialized Academic Instruction for students with disabilities. The general education teachers also have been successfully providing classroom support for students in SEL as evidenced by our CHKS and Universal Screening. For students who are struggling psychologically, socially or behaviorally, we have implemented general education social skills curriculum and have implemented individual and small group counseling.

Challenges: We have experienced challenges with maintaining programs due to extended absences during the COVID pandemic.

Continuity of services
Successes: Bridges teachers have tracked and reported progress on common reading assessments, Universal Monitoring to assess their social and emotional wellness, and through formal and informal teacher evaluations.
Challenges: Collecting common assessment data and tracking progress has been interrupted through the pandemic.

Implementation of the ESSER III Expenditure Plan
Successes: Bridges students in grades 3-8 have engaged in Universal Monitoring to assess their social and emotional wellness. As a result, we have identified students in need of individual interventions and we have identified social and emotional strengths and areas of growth in general education classrooms. As a result, we have utilized our school psychologist and school counselor to deliver a targeted strengths-based social emotional curriculum to seven classrooms. We will re-assess students using our Universal Monitoring surveys again in the spring.
Challenges: No notable challenges.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan
Bridges Charter School used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by
The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by continuing to provide 1-1 access to devices for all students, continuing to maintain a safe school environment by following all VCPH protocols for health and safety, and providing extra classroom support with the school counselor and school psychologist.

ESSER III Expenditure Plan
Bridges Charter School used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by continuing to keep class sizes low with the addition of an extra teacher; and by improving our comprehensive services for students with disabilities with a second resource teacher.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by remaining attentive to the academic progress for all students by increasing intervention and tracking progress using common assessments (Goal 1), by providing professional development for teachers that has been targeted on navigating the challenges of the pandemic and attentive to CCSS and NGSS

(Goal 2), and by providing increases in social emotional support for students with our school psychologist and school counselor and by implementing universal monitoring (Goal 3)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
* The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
* All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
* Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
* The 2022–23 Budget Overview for Parents
* The 2021–22 Supplement
* The 2022–23 LCAP
* The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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 Charter School	Kelly Simon Director	kelly.simon@bridgescharter.org 805-492-3569

Plan Summary [2022-23]

General Information

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

Bridges Charter School is a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens. Bridges Charter School is a K-8 learning community of learners who share the priority to provide developmentally appropriate opportunities for our students to reach their intellectual, creative, and leadership potential through learning opportunities that evoke curiosity, compassion, independence, resourcefulness, and a respect for diversity. As we move into our 10th year of operation, we continue to keep Whole Child education at the center of our identity. We also have enhanced our programs in Project Based Learning and Family Partnerships.

Our mission is to educate the Whole Child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students are enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for diversity.

These core philosophies at Bridges in whole child learning, inquiry, and family integration allow our teachers to help prepare students to work in careers that have not yet been invented; to think both critically and creatively; to evaluate information, solve complex problems, and communicate well as for college and careers in the 21st century.

Our educational programs are designed with the knowledge that children need to feel safe socially and emotionally in order to reach their full academic potential. In our classrooms, students have many opportunities to solve complex problems, to collaborate, and to engage in real-world interdisciplinary learning that is guided by genuine inquiry. Students also are co-creators of classroom norms and expectations, and ultimately become informed participants in the democracy of our school.

Bridges Charter School attracts a diverse community of K-8 students and families who desire a community-based, nurturing, integrated, and balanced Whole Child focused learning environment. We continue to strive to effectively support the needs of a wide range of learning styles, interests, and abilities. Bridges Charter School is a dynamic, welcoming, and committed community where knowledge, innovation, and individual creativity are honored and celebrated.

At full capacity, Bridges serves 361 site based students and approximately 82 independent study students. Bridges Charter School intends to continue implementing recruiting efforts to reach a diverse student population that is reflective of the general population residing within CVUSD.

Reflections: Successes

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

Based on the most recent data from the SBAC, Bridges has had notable success in academic achievement and in closing some of the achievement gaps for underperforming subgroups of students. For example, the dashboard indicates that achievement for students with disabilities at Bridges grew significantly between 2017-2019.

For students with disabilities, we are far above county averages of students meeting or exceeding grade level standards. For example, in Ventura County in 2018/2019, 17% of students with disabilities met or exceeded grade level standards in ELA, whereas 42% of students with disabilities at Bridges met or exceeded grade level standards in ELA. The trends are similar in math. In our population of students with disabilities, 42% of students met or exceeded grade level standards in 2018/2019 compared to 10% across the county. We will continue analyzing the progress of our students with disabilities as CAASPP scores for 2021-2022 are reported.

School wide in ELA, percentages of students meeting or achieving grade level standards at Bridges Charter School have continued to trend upward, growing from 53% in 2014/2015, to 66% in 2015/2016, to 67% in 2016/2017 to 74% in 2017/2018, and to 70% in 2018/2019.These averages have been well above 20% greater than students meeting or exceeding grade level across the county.

As a result of the COVID 19 pandemic, we were unable to track student achievement data in the ways that we had planned in our LCAP. We administered CAASPP assessments in 2022, but are still awaiting results.

Another area of success is our transition to a MTSS program and our implementation of support services for students and their families. We have offered parent education, provided a social skills curriculum taught by our school counselor and school psychologist to students in grades K-8, and we have increased our counseling hours which has helped to decrease the suspension rate.

Further, the universal screening that we have implemented in 2021-2022 helps us better track the psycho/social/emotional wellbeing of our students and to target interventions. The spring universal screening shows sustained trends toward positive Covitality in the areas that we measure (gratitude, zest, optimism, and persistence). Our healthy kids surveys also indicate positive trends in students attitudes about school.

Both quantitative and qualitative data from local sources indicates that students at Bridges have continued to excel academically even despite the challenges of the pandemic particularly in the areas of writing, reading, and language usage. We also note that traditionally underperforming subgroups of students, such as students with disabilities, multilingual students, and hispanic students, in most target categories, are well within 10% of the performance level of the overall population in both Math and ELA. We attribute this success to 1) Identifying students who are in at-risk subgroups 2) Providing targeted support for them through bi-lingual family communication, counseling, and wellness checks, and 3) Providing increased tier 2 interventions with credentialed intervention teachers.

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.

The achievement gap for multilingual students, hispanic students, and economically disadvantaged students is an area of continued emphasis and something that we will continue monitoring as our state assessment results are received. With our LCFF dollars, we intend to invest in developing more comprehensive supports for these populations of students.. Our population of socioeconomically disadvantaged students is one that we continue to monitor closely as the trends in student achievement, while still well above county averages, tend to be more sporadic.

In math, though the percentages of students meeting or exceeding grade level standards have shifted more significantly between years as evidenced by the Dashboard, the overall trend of students meeting or exceeding grade level standards across grades has been upward, and remains significantly well above county averages. In most years, the percentage of students meeting or exceeding grade level standards is 20-30% higher than county averages across student populations.

As a result of the COVID-19 pandemic, we were unable to track student achievement data in the ways that we had planned in our LCAP. We had planned to assess student achievement using the CAASPP Assessment in 2020 and the NWEA MAP assessments in Reading, Language, and Math three times during the 2020-2021 school year; given that we were engaging in Distance Learning through Winter 2021, we also determined it not viable to administer the NWEA MAP assessments until Spring 2021. Further, Spring 2022 was the first state assessment that we administered since 2019 and for many students, this was the first state assessment they participated in.

Based upon areas of low performance and the identified gaps among student groups on Dashboard indicators and local data, we have made and will continue making investments to address these areas:

1) Increased social and emotional counseling services and training with our staff
2) Local NWEA MAP Assessments and a new data housing system for tracking progress across multiple assessments for our English Learners and other student subgroups.
3) Credentialed intervention teachers for reading and math in grades K-8
4) Training for teachers in MTSS and Universal Monitoring as well as parent education in areas of identified need
5) Professional development for teachers and administrators in MTSS, UDL, the English Learner Roadmap, and ELD Standards
6) Wrap around supports for families in low performing subgroups including wellness checks with a bi-lingual coordinator, translations of parent communication, parent education nights, and coffee chats with the Directors to solicit feedback from families.

As we recover from the COVID Pandemic, we also have an identified need for increasing wrap around supports in the areas of psycho-social-emotional services for students and their families.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Some key highlights in our LCAP include:

1) Intervention services in Math, ELA, and ELD to support our unduplicated population of students.
2) Evaluating the social and emotional wellbeing of students and responding effectively to their identified needs through a MTSS model for both our general education population and our unduplicated populations
3) Professional development focused on MTSS, ELD, Math, and Universal Monitoring as well as new curriculum adoptions focused on reducing achievement gaps
4) Services to build a home-school connection by supporting parents and guardians

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

As Bridges is a school focused on family integration and social emotional learning, soliciting stakeholder feedback and engaging stakeholders is a naturally embedded part of our program.

In March 25th, 2022, Dr. Simon, Director, consulted with the Ventura County SELPA to receive guidance on the development of our LCAP goals and action steps. The workshop focused on analyzing achievement and development goals and targeted supports specific for students with disabilities.

In February and March 2022, Kelly Simon, Director attended a training at the county to review changes in the LCAP template and to learn how to complete the Annual Update; Further, in February, Dr. Simon met with representatives from VCOE to discuss the LCAP template.

In April, 2022, Bridges administered the annual parent survey to gather feedback on goals related to the LCAP; we also hosted a virtual community session focused on soliciting family feedback related to LCAP goals in May. Our organizational renewal project, where an educational consultant conducted focus group interviews with students, staff, and parents provided additional input on the development of our LCAP for 2022-2023.Throughout the year, to inform decisions and planning, and to assess progress related to LCAP goals, we gathered feedback from teachers, students, and parents on surveys, and we shared survey results with our community.

Further, we administered the healthy kids survey (CHKS) in March 2022 to students and staff in order to assess progress on LCAP SEL Goals and to determine allocation of specific SEL interventions and services as articulated in the LCAP.

Evening virtual parent discussions were regularly with administrators with discussion topics that aligned with LCAP Goals.

On May 9, 2022, a public discussion was held in a board meeting about the LCAP proposed goals and measured outcomes, and this input was incorporated into the LCAP draft.

On June 16, 2021, the board took final action to adopt the LCAP for 2022-2023

A summary of the feedback provided by specific educational partners.

Feedback gathered from teachers, parent's and students indicates satisfaction with academic programs provided and the academic growth of students who attend Bridges. Stakeholders agree that as we recover from the COVID-19 pandemic, an increased focus on social emotional services is essential.

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

We have maintained the three goals that have driven our LCAP in previous years, however, stakeholder input was gathered and helped to shape our action steps, particularly related to goal 3. Teacher input informed action steps in goal 2.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement for all Bridges students and sub groups.

An explanation of why the LEA has developed this goal.

Bridges is committed to providing an academically rigorous curriculum so that all students and subgroups can reach their full academic potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall student achievement will improve by 2% year over year across all student subgroups as measured by the CAASPP Assessment.	Our goal for 2019 was to improve student achievement ELA and Math by 2% across our student population and all significant subgroups year over year. Our percentage of students meeting or exceeding grade level standards in ELA was 66% in 2017, 71% in 2018, and 70% in 2019. Our percentage of students meeting or exceeding grade level standards in Math was	We are awaiting results of Spring CAASPP assessments.			ELA -- 78% Meeting or Exceeding Standards Math -- 62% Meeting or Exceeding Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	47% in 2017, 61% in 2018, and 54% in 2019. CAASPP Assessments were not given in 2019-2020 as a result of the COVID Pandemic.				
As measured on the Bridges Common Assessments, 37% of students attending school level interventions for ELA or Math will exit the intervention program because they advance to meeting grade level standards in grades 3-5. As measured on the Bridges Common Assessments, 70% of students attending school level interventions for ELA will exit the intervention program because they advance to meeting grade level standards in grades K-2.	In 2022, 35% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meeting grade level standards. 8% of students in intervention in grades 3-5 were referred for Special Education Assessment. 73% of students in grades K-2 receiving intervention exited the intervention program because they advanced to meeting grade level standards.	46% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meeting grade level standards. 12% of students were referred for Special Education Assessment. 73% of students in grades K-2 exited the intervention program because they advanced to meeting grade level standards.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of English Learners at level 3 or 4 that advance at least one performance level will be at or above 42%.

The percentage of English Learners at level 1 or 2 that advance by at least one performance level will be at or above 52%.

This percentage of students advancing in performance level will increase by 2% year over year. | 40% of students at level 3 or 4 maintained or increased their overall score on the ELPAC from pre to post test in 2018-2019. 50% of students at level 1 or 2 increased their overall score on the ELPAC from pre to post test in 2018-2019.

The ELPAC was not administered during the 2019-2020 school year as a result of the COVID Pandemic. | 40% of students at level 3 or 4 maintained or increased their overall score on the ELPAC from pre to post test in 2021-2022.

50% of students at level 1 or 2 increased their overall score on the ELPAC from pre to post test in 2021-2022. | | | 48% of students at level 3 or 4 will maintain or increased their overall score on the ELPAC from pre to post test. 58% of students at level 1 or 2 will increase overall score on the ELPAC from pre to post test. |
| NWEA MAP Growth Assessments will indicate that all students and student subgroups tested in grades 3-8 will meet or exceed their individual growth targets in reading, language, and math by the end of the year | Baseline will be established by NWEA MAP Assessments given in Fall 2021. | Students by subgroup meeting or exceeding individual growth targets in reading and math:

Math:
White - 43%
Hispanic - 51%
SPED - 66%
SED - 79% | | | Math:
White - 45%
Hispanic - 53%
SPED - 68%
SED - 81%

ELA:
White - 45%
Hispanic - 21%
SPED - 38%
SED - 20% |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and will increase by 2% year over year.		ELA: White - 43% Hispanic - 19% SPED - 36% SED - 18%			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Adopt and Administer NWEA Assessments for grades 3-8 in Reading,Writing, and Math at least two times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-2 according to BRIDGES annual assessment calendar.	Bridges will implement NWEA MAP Assessments and analyze the results of all students and subgroups in professional learning communities and on curriculum committees. Bridges teachers and staff will disaggregate data and analyze progress of subgroups (SED, Disabilities, Hispanic, EL) and track the progress of students achieving above grade level in order to provide differentiated instruction.	$3,960.00	Yes
1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	With support of our school psychologist, teachers, and support staff, we will implement a structured SST program built on the MTSS model, utilizing Universal Monitoring data and NWEA MAP Growth assessments. As we identify students in need of targeted intervention support in the areas of ELA, Language Acquisition, or Math, we will provide intervention services with credentialed teaching staff to support student growth toward meeting or exceeding grade level standards.	$81,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Monitor implementation of Express Readers, and targeted reading intervention program in grades K-2.	Reading Intervention will be implemented in grades K-2 with a credentialed intervention teacher.	$9,314.00	Yes
1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Professional development will be provided to teachers and support staff on MTSS, UDL, Integrated ELD, and Differentiation by administrators, the school psychologist, and other local resources.	$65,083.00	Yes
1.5	Coordinate and provide supplemental intervention services for students with disabilities.	To enhance the whole child learning and to provide wrap around supports in psycho-social-emotional well-being of our students and their families, we intend to employ academic and EL intervention teacher(s), counseling and social skills services, occupational therapy, speech and language and resource specialist. Work with the county to coordinate available services.	$253,823.00	Yes
1.6	Two additional teacher/instructional days for students	These additional days will be used to support progress toward student learning goals.		No
1.7	Provide frequent student progress information to parents using electronic data systems and other communication methods. Uphold expectations for consistent weekly	As family communication is essential for student success, we will provide frequent communication via our parent communication platforms on student academic progress.	$3,823.00	No

Action #	Title	Description	Total Funds	Contributing
	communication from teachers.			
1.8	Adopt new data tracking system for housing data, tracking progress of English Learners, and scaffolding strategies specific to supporting English Learners	Bridges will adopt Elevation software for housing and disaggregating student data. Elevation also provides support for teachers in scaffolding lessons to support language acquisition for language learners.	$20,000.00	Yes
1.9	Adoption of Illustrative Math	In the 2021-2022 school year, 75% of Bridges 1-8 grade teachers piloted Illustrative Math. The math committee has acquired professional development in Illustrative Math and has advised the campus to fully adopt the curriculum in grades 1-5.	$7,500.00	No
1.10	Adoption of NextGen Math	The math committee recommended the adoption of an additional math intervention program for supporting students using NextGen Math curriculum.	$3,940.00	Yes

Goal Analysis [2021-22]

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.

In 2021-2022, we implemented NWEA common assessments twice for ELA and Math in grades 3-8. Teachers analyzed NWEA data in teaching teams and allocated intervention services based upon the information gathered in the assessments and other summative assessments given in the classrooms. Intervention services were provided for reading in grades K-8; a study skills elective was provided in middle school to provide extra support in time management and organization, and interventions for our language learners was provided by an EL specialist. Further, we piloted a new math curriculum in our General Education and Special Education classrooms in grades 1-5 that will be adopted in the 2022-2023 school year. The math committee determined that an additional resource was needed to support students with fluency and math facts. We administered the ELPAC assessment and reclassified eligible students.

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.

Intervention services provided by our intervention teachers supported student progress toward grade level. Weekly communication in addition to detailed progress reports acquired through the NWEA assessments supported home and school communication along with student goal setting.

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

Action 1.1 supported progress toward student achievement as measured by our common assessments and NWEA.
Action 1.2 supported progress for subgroups of students including students with disabilities, Language Learners, and SED students by helping to identify strategies to address specific student needs with a support team including parents. Intervention staff, Special Education Staff, and our school counselor and school psychologist were used to implement and monitor success of services.
Action 1.4 supported improvements in academic achievement for all students and subgroups
Action 1.5 particularly supported improvements in academic success and social/emotional wellbeing for our students with disabilities
Action 1.8 and 1.9 will be added to support improvements of academic achievement for all students and identified subgroups.

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.

Bridges implements a variety of formal and informal assessments. Assessments are selected to align with students' developmental capacities, therefore, NWEA is only administered in grades 3-8, and BPST and Express readers assessments are implemented in grades K-2. Additionally, Universal Screenings are implemented twice yearly in addition to the California Healthy Kids surveys. Different monitoring tools are used in our intervention programs, for students with disabilities, and determined as individually appropriate during our SST meetings. Given the variety of assessments utilized to track student progress for individual students, we believe it important to adopt a data housing system available through Elevation. Elevation is designed specifically to support Language Learners. Implementing Elevation will give us the capacity to not only track the progress of language learners, but it will also help us differentiate instruction and support the professional development of our teachers specific to instructional strategies to enhance language acquisition.Additionally, after piloting Illustrative Math, our 1st-5th grade teachers will be moving forward with a full curriculum adoption. Illustrative Math aligns with Common Core, mathematical literacy, and deep thinking about real world math. We will also be adopting a supplemental curriculum, Next Generation Math particularly for students who struggle with acquiring math concepts and to support student fluency.

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.

Goals and Actions

Goal

Goal #	Description
2	Train and support teachers to implement effective instruction.

An explanation of why the LEA has developed this goal.

Bridges Charter School expects that teachers are local leaders in the field of teaching and learning, it is important for them to attend meaningful professional development that supports the implementation of CCSS and NGSS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
70% of full time credentialed teachers will participate on a teacher-led committees that integrate analysis of student data.	In 2020-2021, 72% of full time classroom teachers were involved on a teacher-led committee.	79% of teachers were involved on a teacher-led committee including Literacy, Math, and Leadership.			75% of full-time teachers will be involved on a teacher-led committee.
Teacher Committees in Literacy, Math, and Leadership will meet at least 4 times per year to engage in professional learning.	In 2020-2021, the literacy committee was established and met 3 times. In 2020-2021, the math committee continued in its' 3rd year and met a total of 5 times.	In 2021-2022, the Literacy Committee met 4 times and made two curriculum selections to pilot for the 2022-2023 school year. In 2021-2022, the Math Committee met 4 times, they piloted a new math curriculum aligned with CCSS			The literacy committee will meet 4 times; the math committee will meet 4 times during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and they selected a supplemental intervention curriculum. The new curriculum adoption will be used in all 1st-8th grade math classrooms in 2022-2023. In 2021-2022, a Teacher Leadership Committee was formed to inform the development of our school's charter and to identify gaps in practice. The committee met four times and identified Culturally Relevant teaching as a focus for 2022-2023.			
100% of Bridges classroom teachers will receive professional development on California Common Core Standards, Next Generation Science Standards and related CAASPP assessment strategies, as	100% of Bridges teachers indicated on professional development logs 50 hours or more of professional development.	100% of Bridges teachers indicated on their professional development logs that they engaged in at least 50 hours or more of professional development in 2021-2022.			100% of teachers will indicate on professional development logs that they participated in 50 hours or more of professional development.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
evidenced by professional development logs and faculty meeting agendas.					
Bridges classroom teachers in grades 3-8 will indicate on a year-end survey that they have increased implementation of digital literacy standards by 5% in identified domains that are not currently at 100% with a goal of meeting 100% across all domains.	In 2018-2019, based upon our year-end survey, Bridges Teachers implemented instruction aligned with Digital Literacy/Citizenship standards to the following degree: Privacy and Security: 100% DigitalFootprint and reputation: 57% Self-Image and Identity: 36% Creative Credit and Copyright: 100% Relationships and Communication: 57% Information Literacy: 93% Cyberbullying and Digital Drama: 79% Strategies for Internet Safety: 88%	We implemented our annual digital literacy survey again following the COVID pandemic. In 2021-2022, based on our year-end survey, Bridges teachers implemented instruction aligned with Digital Literacy/Citizenship standards to the following degree: Privacy and Security: 88% DigitalFootprint and reputation: 50% Self-Image and Identity: 88% Creative Credit and Copyright: 100% Relationships and Communication: 100% Information Literacy: 100% Cyberbullying and Digital Drama: 88%			100% integration across all domains.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Strategies for Internet Safety: 100%			
Teachers will be supported in analyzing data from benchmark assessments and NWEA assessments at least twice times annually in grade level teams in order to provide targeted differentiation, adjust instructional practices, and improve student learning.	Baseline will be established in 2020-2021.				TBD based on 2020-2021 data
Analyze data collected from Universal Monitoring surveys two times annually.	Baseline will be established in 2020-2021.	Universal Monitoring was implemented in grades 3-8 in the fall and spring during the 2021-2022 school year.			TBD based on 2020-2021 data
Bridges teachers will engage in at least 4 hours of professional development with a focus on instructional strategies to support targeted subgroups of students.	Baseline will be established in 2020-2021.	Teachers engaged in at minimum 5 hours of professional development and collaboration focused on analyzing patterns in data for subgroups and in developing targeted instructional strategies.			TBD based on 2020-2021 data

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.	Teachers will work on grade level teams to design and revise curriculum maps in alignment with CCSS, NGSS, and ELD Standards. Curriculum maps will be gathered and bound for the purpose of analyzing alignment of instruction and standards.	$3,019.00	No
2.2	Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.	Using Common Sense media and other sources, teachers will implement digital literacy standards and 21st century learning skills into their instruction.	$22,000.00	No
2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	On grade level teams, teachers will use data gathered to provide targeted differentiation, adjust instructional practices, and improve student learning.	$3,449.00	Yes
2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Universal Monitoring will be implemented in targeted grade levels; teachers will analyze data and services will be allocated based on survey results and teacher analysis.	$13,296.00	Yes
2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Teacher led committees in Math and ELA will continue meeting regularly throughout the school year with the intention of analyzing student achievement data, designing assessments, refining instruction, and providing professional development to the Bridges teaching staff.	$10,000.00	No Yes
2.6	On-site professional development will be provided with a focus on instructional	With the intention of improving instruction to support student achievement for all students and subgroups, professional development will be provided on site to support underperforming subgroups of students.	$2,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
	practices for targeted subgroups.			
2.7	Implement bias training for teachers and staff	Bridges will invest in training for teachers and staff in identifying implicit biases and developing culturally responsive teaching strategies.	$2,000.00	No Yes
2.8	Implement McKinney Vento Training for all teachers	Teachers receive training for identifying homeless students and matching them with support services.	$400.00	Yes

Goal Analysis [2021-22]

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.

Teachers engaged in six staff development days in 2021-2022 with a focus on returning to in person learning, literacy, math, and SEL. As we underwent a six year WASC Accreditation, teachers also utilized professional development days to engage in Action Research teams that were focused on the WASC Focus Groups using student data to analyze our progress toward meeting WASC goals. The Math Committee piloted a new curriculum, Illustrative Math, and made a recommendation for full adoption in 2021-2022 for 1st-5th grade in addition to Next Generation Mathematics to enhance differentiated instruction and intervention. Further, the Literacy Committee analyzed student data, assessments, and instructional practices and made a recommendation to pilot two different research based curriculums for reading in 2022-2023, Amplify and EL Education. Additionally, a teacher leadership committee was formed to focus on charter development. This committee met four times and identified the area of culturally responsive instruction as a focus for the 2022 school year. Culturally responsive instruction will support inclusive classrooms for our unduplicated students.

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.

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

2.2: Increased students exposure to digital literacy skills in areas of Self-Image and Identity, Creative Credit and Copyright, Relationships and Communication, Information Literacy, Cyberbullying and Digital Drama, Strategies for Internet Safety
2.3 and 2.4 and 2.6 led to increased services for students with disabilities, SED students, and EL students

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.

Given recommendations from the teacher leadership committee and our school's organizational renewal project, Bridges will be focusing on implementing culturally responsive instruction in the 2022-2023 school year in order to enhance inclusive classrooms. We will do this by implementing implicit bias training, implementing new mixed-age group "Friends Fridays" focus on authentic cultural sharing with school wide activities and assemblies.

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.

Goals and Actions

Goal

Goal #	Description
3	Provide an effective environment for learning based on whole child tenets.

An explanation of why the LEA has developed this goal.

Whole child learning is a foundational philosophy of our school; we have adopted this goal because we recognize that children can only reach their full potential when their school setting feels safe and when they have supportive adults around them who they can trust.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain student attendance rate. ADA of Bridges' classroom-based programs will sustain at 95.39% or higher at the P2 reporting period.	95.52% at P2 in 2020	K-5 Attendance Rate in 2021-2022 was 93.41% 6-8 Attendance Rate in 2021-2022 was 93%.			95.39%
Suspension/expulsion rates will be less than 3% of enrollment annually.	Suspension/rates and Expulsion rates were 0% in 2020-2021.	Suspension rate in 2021-2022 was 1.86%			Less than 3%.
Parent satisfaction survey will indicate that at least 70% of respondents "agree" and "strongly agree" that Bridges is effective in the	Reported in 2020: Student Instruction, Engagement, Support, and Challenge with Learning: 81%	In 2022, our Family Satisfaction surveys indicated the following: Student Instruction, Engagement, Support,			Greater than 70% in all targeted categories.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
following areas: • student instruction, engagement, support and challenge with their learning (Q 5,6,7, 8,9,13) • social-emotional learning and conflict resolution skill development, (Q,10,11) • healthy and safe school climate, (Q 12,19,20,21, 23,24,25, 27,28, 32) • parent involvement in meaningful ways (Q 3,4,14,15, 18, 22) • communication, organization and administratio	Social-Emotional Learning and Conflict Resolution Skill Development: 76% Healthy and Safe School Climate: 76% Parent Involvement in Meaningful Ways: 87% Communication, Organization, and Administration: 83%	and Challenge with Learning: 77% (-4%) Social-Emotional Learning and Conflict Resolution Skill Development: 74% (-2%) Healthy and Safe School Climate: 74% (-2%) Parent Involvement in Meaningful Ways: 84% (-3%) Communication, Organization, and Administration: 79% (-4%)			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
n (Q 1,2,16,17,,29, 30,31)					
At least 50% of Bridges families will be involved in classroom volunteering regularly as measured by self-reported surveys.	62% volunteered regularly in their child's classroom in 2020-2021.	42% of families volunteered regularly in their child's classroom in 2021-2022.			50% or greater
At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC, PMCs, Board or other committee participation, as evidenced by self reported surveys.	34% of Bridges Parents were involved in school leadership organizational and activities in 2020-2021	23% of families were involved in school leadership and organizational activities in 2021-2022.			30% or greater
70% of students in our classroom based program (grades 1- 8) will set and evaluate their own learning and personal growth goals each reporting period, and will increase by 5% each year until we reach 100% participation.	Baseline will be established in 2021.	71% of students in grades 1-8 set and evaluated their learning and personal goals at each reporting period.			78%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
We will implement at least 3 school wide community events per year focused on community building.	Baseline will be established in 2021.	Bridges implemented three community events including the Harvest Festival, the Fun Run, and the School Carnival.			at least 3
California Healthy Kids Survey Results will indicate that 70% of students in 7th grade are neutral, agree or strongly agree across target categories increasing year over year until we reach and maintain at least 82% And that 70% of students in 5th grade are neutral, agree or strongly agree across target categories increasing year over year until we reach and maintain at least 82%	7th Grade CHKS in 2018-2019: I feel safe at this school - 96% My school is usually clean and tidy -- 50% Teachers at this school communicate with parents about what students are expected to learn -- 88% Parents feel welcome to participate -- 89% School staff takes parent concerns seriously -- 86% I try hard to make sure I am good at my schoolwork -- 81% There is a teacher or another adult at	7th Grade CHKS in 2021-2022: I feel safe at this school - 96% My school is usually clean and tidy -- 78% Teachers at this school communicate with parents about what students are expected to learn -- 100% Parents feel welcome to participate -- 78% School staff takes parent concerns seriously -- 78% I try hard to make sure I am good at my schoolwork -- 88% There is a teacher or another adult at			7th Grade CHKS in 2018-2019: I feel safe at this school - 82% or greater My school is usually clean and tidy -- 70% Teachers at this school communicate with parents about what students are expected to learn -- 82% or greater Parents feel welcome to participate -- 82% or greater School staff takes parent concerns seriously -- 82% or greater I try hard to make sure I am good at my

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school who really cares about me -- 57% I can do most things if I try -- not measured yet 5th Grade CHKS in 2018-2019: I feel safe at this school - 90% Grownups at the school treat each other with respect -- 85% Students know what the rules are -- 89% School helps student solve problems -- 75% School teaches students how to understand how other students think and feel -- 85% School helps students feel responsible for	school who really cares about me -- 92% 5th Grade CHKS in 2018-2019: I feel safe at this school - 92% Grownups at the school treat each other with respect -- 100% Students know what the rules are -- 100% Do you feel like you are a part of this school? -- 100% School teaches students how to understand how other students think and feel -- 96% School helps students feel responsible for the way that they act -- 92%			schoolwork -- 82% or greater There is a teacher or another adult at school who really cares about me -- 70% or greater I can do most things if I try -- 70% or greater 5th Grade CHKS in 2018-2019: I feel safe at this school - 82% or greater Grownups at the school treat each other with respect -- 82% or greater Students know what the rules are -- 82% or greater School helps student solve problems -- 82% or greater School teaches students how to understand how other

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the way that they act -- 70% School teaches students to respect and care for one another -- 90%	School teaches students to respect and care for one another -- 100%			students think and feel -- 82% or greater School helps students feel responsible for the way that they act -- 78% or greater School teaches students to respect and care for one another -- 82% or greater
Provide at least 3 enrichment activities in every grade that include field trips, school naturalist programs, and STEAM programs that support engagement with the school and that provided a rounded education for students and their families.	3 enrichment activities offered for students in each grade.	Students in grades K-8 attended at least three enrichment activities with school naturalists and field trips.			3 enrichment activities offered in each grade
At least two universal monitoring surveys will be adopted and implemented at least two times per year for	Baseline TBD	A Universal Monitoring survey was given to all students in grades 3-8 in the fall and spring.			At least two universal monitoring surveys will be adopted and implemented at least two times per year for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
at least two grade levels.					at least two grade levels.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide ongoing parent education	Parent Education will cover topics such as: Importance of attendance on learning and funding, governance structure, leadership and volunteer opportunities at school, preparation and guidance with classroom volunteering and training for school level volunteer programs, how to support student learning and conflict resolution, mid-year parent orientation meetings for mid-year enrollees, curriculum including Amplify science, inquiry based mathematics, 21st century learning, and project based learning along with our Toolbox coordinated social-emotional learning program, student behavior expectations and the school wide discipline plan. Parents indicated a desire to continue discussions about whole child education and defining this through the lens of our charter.	$3,760.00	No
3.2	Offer enrichment activities for all students and subgroups		$25,400.00	Yes
3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.		$3,824.00	Yes
3.4	Provide social skills development skills for		$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	all students and subgroups.			
3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Provide professional development for teachers and staff in conflict resolution and whole child learning.	$1,000.00	Yes
3.6	PAC and PAC PMC's will sponsor monthly gatherings for parents after drop-off on the front lawn of our school to encourage community connection.	Community connection and a sense of feeling welcomed is an area that needs to be rebuilt given the COVID pandemic.	$500.00	Yes

Goal Analysis [2021-22]

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.

Given that the 2021-2022 school year was the first year of returning to full-time in person learning during the pandemic, our school community and culture was noticeably impacted. With the focus on health, safety, and compliance, volunteering opportunities, community events, and enrichment programs were more limited, and the pandemic made it difficult to do effectively. When policies for health and safety began to loosen in the spring, our community went through an organizational renewal project with a consultant to find re-newed energy and to support the re-invigoration of our community. At this point, volunteer programs, community events, and enrichment opportunities were restarted. Our progress in meeting our goals was stunted as a result of the covid pandemic in 2021-2022.

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.

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

3.1: Parent education was focused mainly on articulating health and safety policies in the beginning of the year. We offered several sessions with our school psychologist focused on supporting students with anxiety and sharing results of our universal monitoring screening. Further,

parents provided input into our LCAP and goal setting as well as took part in focus groups for our organizational renewal project which helped to shape the goals and action steps for our 2022-2024 LCAP. The context of the COVID pandemic impacted the rates of satisfaction across all categories on our parent satisfaction survey.

3.2: Effectively supported our goal to provide a robust and enriching educational program beyond the classroom for all Bridges students and supported emotional wellbeing of students and sense of school connectedness.

3.3: Monitoring success of SEL curriculum and interventions supported the emotional wellbeing of students and sense of school connectedness as evidenced in CHKS and Universal Monitoring Data.

3.4: Our school psychologist and school counselor provided social skills support for all students and interventions for targeted subgroups which is evidenced in emotional wellbeing of students and sense of school connectedness represented in CHKS and Universal Monitoring screenings.

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.

This goal was very impacted by the pandemic; especially our attendance rates and our parent satisfaction surveys indicated noticeable declines from previous years and from our goals. Baseline data for universal monitoring was gathered this year and we will continue to track the development of our students' social and emotional wellbeing through this monitoring tool. Further, input provided by parents on our LCAP community workshop indicated a desire for more community connection therefore we established an action step to offer monthly parent gatherings after drop-off that are hosted by our parent organization.

Despite notable social, emotional, and behavioral challenges for students returning to in person learning, we had a relatively low suspension rate. We attribute this to the increased services provided by our school counselor and school psychologist who have provided many alternatives to suspension.

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.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

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.

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

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.

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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

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.

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

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.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$114,649	$0

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
3.25%	0.00%	$0.00	3.25%

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.

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

Bridges Charter school identifies foster youth, English learners, and low-income students and targets both academic and social emotional supports to meet the unique needs of this population. We will be increasing services by hiring a bi-lingual coordinator, providing additional hours for counseling, investing in Universal Monitoring which allows us to gather insight into the social and emotional health of specific students and subgroups of students including foster youth, English learners, and low-income students. Using Universal Monitoring, we will also be better able to target our additional intervention services to best meet the social and emotional needs specific to individual students in these targeted populations.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$275,009.00	$237,258.00	$20,000.00	$10,400.00	$542,667.00	$371,194.00	$171,473.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Adopt and Administer NWEA Assessments for grades 3-8 in Reading,Writing, and Math at least two times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-2 according to BRIDGES annual assessment calendar.	English Learners Foster Youth Low Income	$3,960.00				$3,960.00
1	1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	English Learners Foster Youth Low Income	$61,867.00	$19,944.00			$81,811.00
1	1.3	Monitor implementation of Express Readers, and targeted reading intervention program in grades K-2.	English Learners Foster Youth Low Income	$9,314.00				$9,314.00
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	English Learners Foster Youth Low Income	$59,698.00	$5,385.00			$65,083.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	English Learners Foster Youth Low Income	$57,129.00	$196,694.00			$253,823.00
1	1.6	Two additional teacher/instructional days for students	All					
1	1.7	Provide frequent student progress information to parents using electronic data systems and other communication methods. Uphold expectations for consistent weekly communication from teachers.	All	$3,823.00				$3,823.00
1	1.8	Adopt new data tracking system for housing data, tracking progress of English Learners, and scaffolding strategies specific to supporting English Learners	English Learners	$20,000.00				$20,000.00
1	1.9	Adoption of Illustrative Math	All	$7,500.00				$7,500.00
1	1.10	Adoption of NextGen Math	English Learners Foster Youth Low Income	$3,940.00				$3,940.00
2	2.1	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.	All	$3,019.00				$3,019.00
2	2.2	Implement K-8 digital literacy/technology standards and 21st	All	$22,000.00				$22,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		century skills expectations for each grade level.						
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	English Learners Foster Youth Low Income	$3,449.00				$3,449.00
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	English Learners Foster Youth Low Income		$13,296.00			$13,296.00
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	All English Learners Foster Youth Low Income				$10,000.00	$10,000.00
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	English Learners Foster Youth Low Income	$1,600.00	$665.00			$2,265.00
2	2.7	Implement bias training for teachers and staff	Students with Disabilities English Learners Foster Youth Low Income	$2,000.00				$2,000.00
2	2.8	Implement McKinney Vento Training for all teachers	Low Income				$400.00	$400.00
3	3.1	Provide ongoing parent education	All	$3,760.00				$3,760.00
3	3.2	Offer enrichment activities for all students and subgroups	English Learners Foster Youth Low Income	$5,400.00		$20,000.00		$25,400.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	English Learners Foster Youth Low Income	$2,550.00	$1,274.00			$3,824.00
3	3.4	Provide social skills development skills for all students and subgroups.	English Learners Foster Youth	$2,500.00				$2,500.00
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	English Learners Foster Youth Low Income	$1,000.00				$1,000.00
3	3.6	PAC and PAC PMC's will sponsor monthly gatherings for parents after drop-off on the front lawn of our school to encourage community connection.	English Learners Foster Youth Low Income	$500.00				$500.00

2022-23 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
$3,527,658	$114,649	3.25%	0.00%	3.25%	$234,907.00	0.00%	6.66 %	**Total:**	$234,907.00
								LEA-wide Total:	$164,295.00
								Limited Total:	$70,612.00
								Schoolwide Total:	$0.00

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	1.1	Adopt and Administer NWEA Assessments for grades 3-8 in Reading,Writing, and Math at least two times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-2 according to BRIDGES annual assessment calendar.	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,960.00	
1	1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,867.00	
1	1.3	Monitor implementation of Express Readers, and	Yes	Limited to Unduplicated	English Learners Foster Youth		$9,314.00	

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 (%)
		targeted reading intervention program in grades K-2.		Student Group(s)	Low Income			
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$59,698.00	
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,129.00	
1	1.8	Adopt new data tracking system for housing data, tracking progress of English Learners, and scaffolding strategies specific to supporting English Learners	Yes	LEA-wide	English Learners	All Schools	$20,000.00	
1	1.10	Adoption of NextGen Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,940.00	
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,449.00	
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$1,600.00	

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 (%)
2	2.7	Implement bias training for teachers and staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	
2	2.8	Implement McKinney Vento Training for all teachers	Yes	LEA-wide	Low Income	All Schools		
3	3.2	Offer enrichment activities for all students and subgroups	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,400.00	
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,550.00	
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	LEA-wide	English Learners Foster Youth		$2,500.00	
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
3	3.6	PAC and PAC PMC's will sponsor monthly gatherings for parents after drop-off on the front lawn of our school to encourage community connection.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$575,428.00	$525,598.00

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	1.1	Adopt and Administer NWEA Assessments for grades 2-8 in Reading,Writing, and Math at least three times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-1 according to BRIDGES annual assessment calendar.	Yes	$3,288.00	$3,960
1	1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	Yes	$118,183.00	$80,703
1	1.3	Monitor implementation of Express Readers, coordinated guided reading program, at grades K-2.	Yes	$17,836.00	$16,041
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	$91,102.00	$97,463
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	$245,175.00	$231,268
1	1.6	Two additional teacher/instructional days for students	No	$0	$0
1	1.7	Provide frequent student progress information to parents using electronic data systems and other	No	$6,698.00	$3,823

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)
		communication methods. Uphold expectations for consistent weekly communication from teachers.			
2	2.1	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.	No	$3,019.00	$2,657
2	2.2	Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.	No	$22,000.00	$26,100
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least three times annually	Yes	$5,073.00	$4,578
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes	$11,470.00	$11,449
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	$10,000.00	$10,400
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	$5,000.00	$5,000
3	3.1	Provide ongoing parent education	No	$3,760.00	$3,729
3	3.2	Offer enrichment activities for all students and subgroups	Yes	$23,000.00	$24,010
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	$3,824.00	$3,417
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	$5,000.00	$0

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)
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes	$1,000.00	$1,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$113,742	$210,077.00	$199,583.26	$10,493.74	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Adopt and Administer NWEA Assessments for grades 2-8 in Reading,Writing, and Math at least three times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-1 according to BRIDGES annual assessment calendar.	Yes	$3,288.00	$3,960.00		
1	1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	Yes	$50,420.00	$63,528.93		
1	1.3	Monitor implementation of Express Readers, coordinated guided reading program, at grades K-2.	Yes	$17,836.00	$16,040.81		
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	$62,343.00	$57,623.19		
1	1.5	Coordinate and provide supplemental intervention	Yes	$36,721.00	$26,137.52		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
		services for students with disabilities.					
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least three times annually	Yes	$1,449.00	$1,276.25		
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes	$11,470.00	$11,449.46		
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	$10,000	$10,400.00		
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	$5,000.00	$5,000.00		
3	3.2	Offer enrichment activities for all students and subgroups	Yes	$3,000.00	$1,167.10		
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	$2,550.00	$2,000.00		
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	$5,000.00	$0.00		
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes	$1,000.00	$1,000.00		

2021-22 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)
$3,157,746	$113,742	0%	3.60%	$199,583.26	0.00%	6.32%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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:

  - 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]).

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

  - 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.

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:

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
- 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 services
- 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.

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.

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.

- 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.

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.

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).

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

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

- **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%).

  o 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)

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

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

    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)

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

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