LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Charter School

CDS Code: 56-10561-0121756

School Year: 2026-27

LEA contact information:

Kelly Simon, PhD

Executive Director

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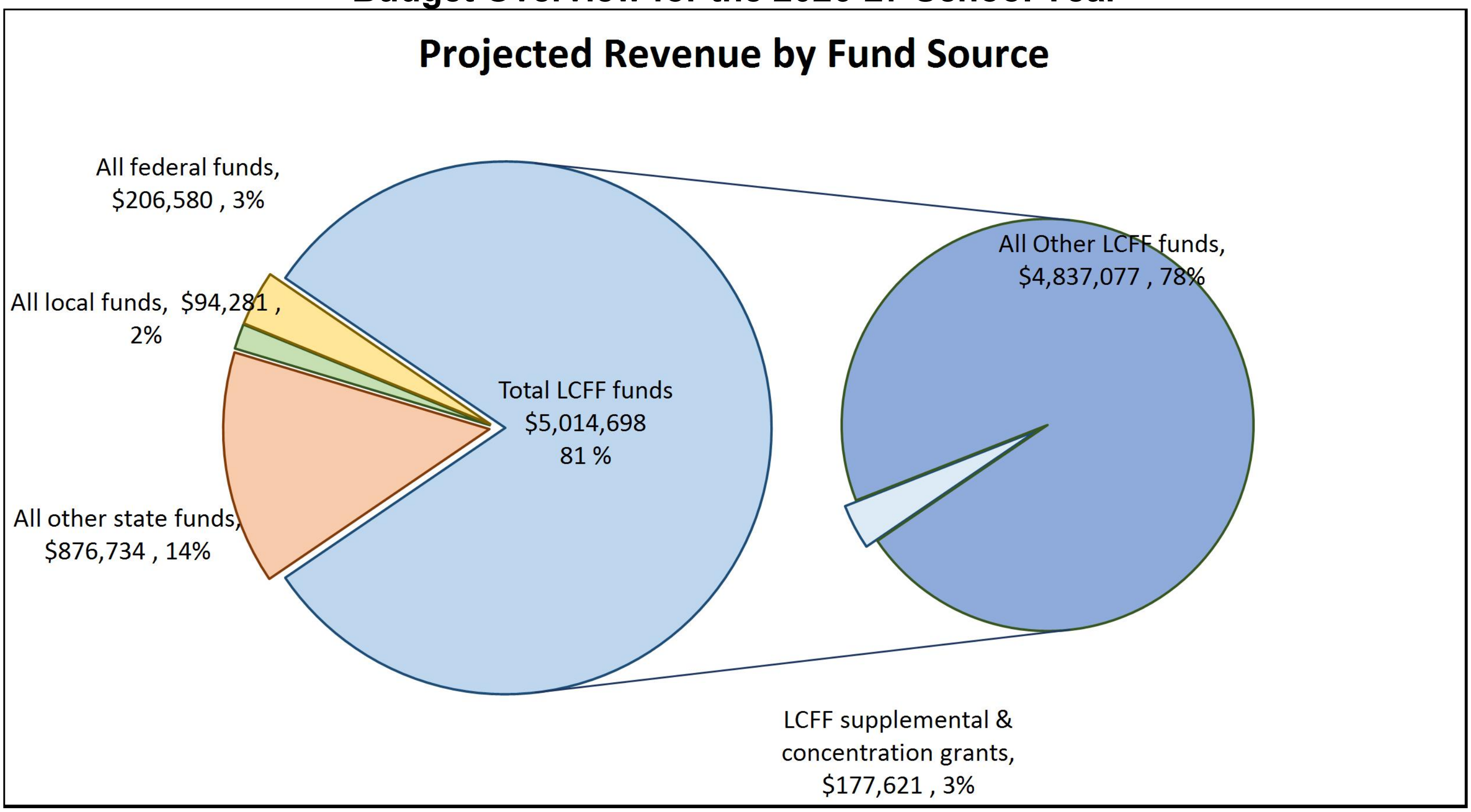
805-492-3569

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 2026-27 School Year

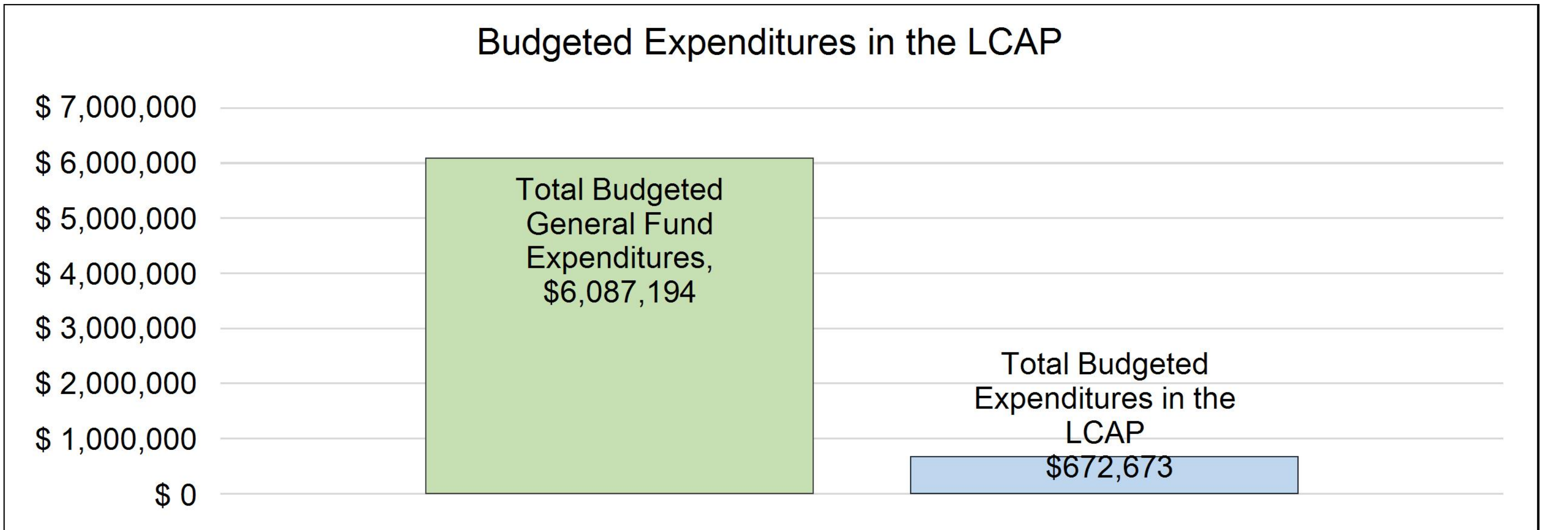


This chart shows the total general purpose revenue Bridges Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bridges Charter School is $6,192,293, of which $5,014,698 is Local Control Funding Formula (LCFF), $876,734 is other state funds, $94,281 is local funds, and $206,580 is federal funds. Of the $5,014,698 in LCFF Funds, $177,621 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Bridges Charter School plans to spend $6,087,194 for the 2026-27 school year. Of that amount, $672,673 is tied to actions/services in the LCAP and $5,414,521 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

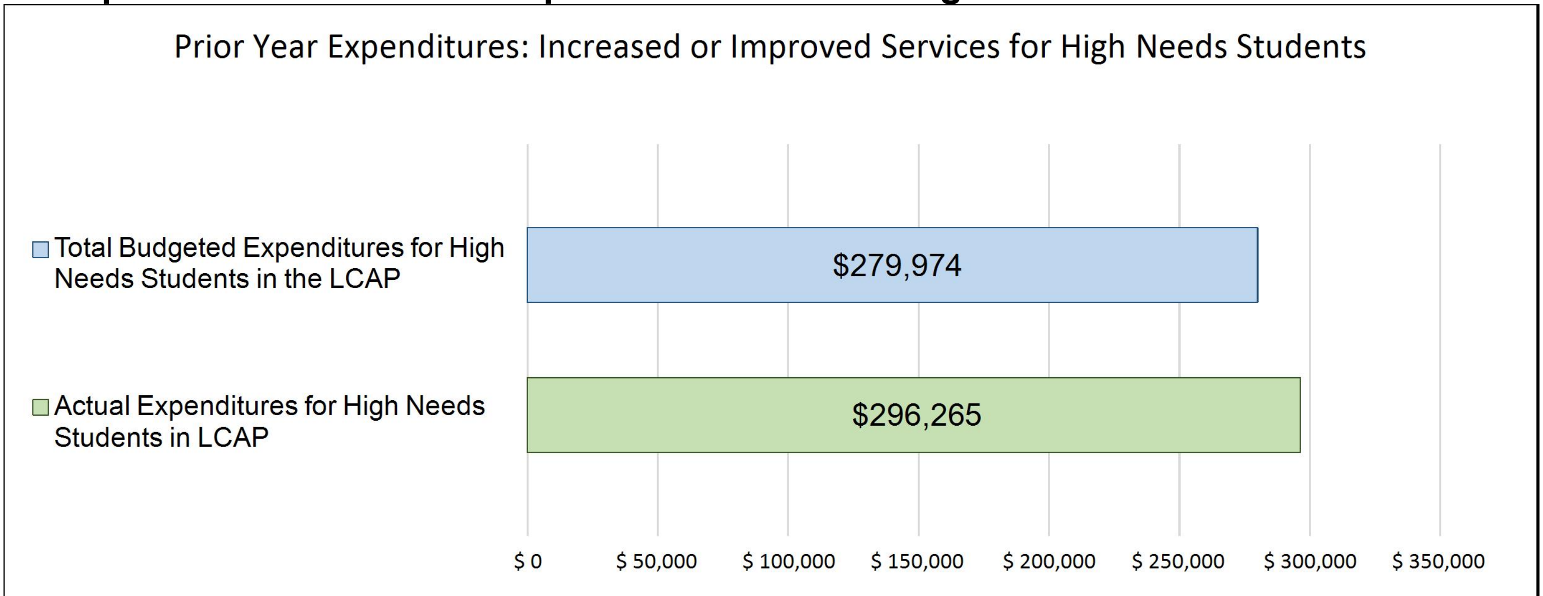
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under $5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation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

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

In 2026-27, Bridges Charter School is projecting it will receive $177,621 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 $275,251 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Bridges 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 2025-26, Bridges Charter School's LCAP budgeted $279,974 for planned actions to increase or improve services for high needs students. Bridges Charter School actually spent $296,265 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

Bridges Charter School is a TK-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. We are entering our 17th year of operation as a school of choice in the Conejo Valley.

Our mission is to engage TK-8 students in an academically rigorous education through arts integration, outdoor education, and inquiry-based study in a community that focuses on social and emotional learning. Teachers implement research-based curriculum in order to prepare students to become the next generation of creative thinkers. Students are empowered to develop a sense of self in an environment that fosters belonging, purposeful learning, and opportunities to develop as leaders and responsible citizens.

These core philosophies at Bridges 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 realworld 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 TK-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 384 site based students and approximately 90 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: Annual Performance

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

Bridges has always been committed to providing an academically rigorous curriculum so that all students and subgroups can reach their full academic potential. In 2025-26, 65% of students met or exceeded standards in ELA and 51% in Math on the CAASPP assessment. While these results reflect a slight dip from our 2024-25 outcomes (68% ELA, 56% Math), they represent sustained growth above our 2022-23 baseline of 62% ELA and 50% Math. Notably, our Hispanic students showed continued positive momentum, with 56% meeting or exceeding in ELA and 48% in Math. Our socioeconomically disadvantaged students reached 46% in ELA and 31% in Math. We continue to see a persistent achievement gap for students with disabilities, with 21% meeting or exceeding in ELA and 15% in Math, and this remains a priority area for targeted intervention and professional development in 2026-27.

Our Tier II intervention program continues to show meaningful results. In 2025-26, 69% of K-2 students receiving reading intervention made one year or more of growth, and 100% of students in grades 3-5 receiving intervention made one year or more of growth. Combined, 79% of K-5 intervention students made a year or more of reading growth, and 74% are now reading on or above grade level. In middle school, 70% or more of students exited intervention for both reading and math. These outcomes reflect the effectiveness of our CKLA Amplify adoption in grades TK-5 and our mClass Dibels screening, and the Science of Reading expertise our teachers have developed through sustained professional learning communities.

Our NWEA MAP Growth data shows that 70% of students are meeting or exceeding benchmarks in ELA and 59% in Math. We have a small percentage of English Language Learners who continue to make progress on language development with Direct and Indirect services. While we noted growth in the summative ELPAC scores for all of our Language Learners, 27% of our English Learners advanced one performance level or were reclassified during 2025-26 with one additional student awaiting reclassification.

We have consistently met our goal of 40 hours of professional development annually for each teacher focused on Common Core State Standards and Next Generation Science Standards. This year, 61% of full-time credentialed teachers participated on a curriculum committee, a decline from 84% in 2024-25 that we attribute to staffing transitions and will prioritize rebuilding in 2026-27. Math and literacy committees continued to meet regularly, with the math committee completing its curriculum pilot process; the elementary teachers will continue another cycle of math curriculum piloting, so this committee will remain committed to aligning instruction to the state's updated math framework.

Whole child learning remains a foundational philosophy of our school. We recognize that children can only reach their full potential when their school setting feels safe and when they have supportive adults they can trust. In 2025-26, our Covitality universal screening results reflect that elementary students averaged a composite score of 4.5 out of 5, meeting our High Bar, and middle school students averaged 3.6, also meeting our High Bar. Both results reflect sustained or improved trends from the prior year.

Bridges families continue to express high levels of satisfaction with our school. In our 2025-26 parent survey, 95% of respondents agreed or strongly agreed that Bridges provides strong student instruction, engagement, and challenge with learning; 96% affirmed our social-emotional learning and conflict resolution skill development; and 92% reported a healthy and safe school climate — an 18-point gain above our 2022-23 baseline. Parent involvement in meaningful ways held steady at 82%, and communication, organization, and administration reached 93%. We fell short of our goals in classroom volunteering (48%, down from 66% baseline) and school leadership participation (30%, down from 43% baseline), and we will focus intentional outreach and restructured volunteer pathways in 2026-27 to rebuild family engagement following post-pandemic shifts.

Our suspension rate in 2025-26 was 2.1%, reflecting continued improvement from our 3.8% rate in 2022-23, though slightly above the 1.9% rate in 2024-25. We will continue our partnership with evidence-based SEL curriculum and targeted counseling supports to sustain a rate below 2%.

Our CHKS data from 2025-26 reflects strong and largely improving trends. Among 7th grade students, 88% feel safe at school (up from 82% baseline), 91% report having an adult at school who cares about them (up 21 points from baseline), and 95% report trying hard to do well at school. Among 5th grade students, 100% report feeling safe at school, and 98% report that grownups treat students with respect and that the school teaches empathy and care. We continue to use Covitality and CHKS data together to identify at-risk students and assign targeted interventions including counseling check-ins, SEL small groups, and increased adult monitoring.

We have continued our contract with Parsec as a data management platform that helps us triangulate multiple sources of data — including social-emotional, academic, and intervention data — to support more comprehensive discussions with educational partners about program successes and areas for improvement. This platform has been particularly valuable for disaggregating data by student subgroup and tracking individual student progress over time.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Ventura County SELPA	SELPA consultation meeting
Teachers	curriculum committee meetings, surveys, whole staff meetings, board committee meetings, grade level meetings
Parents	Parent satisfaction surveys, parent information nights, board committee meetings, volunteer orientations, board meetings
Students	Healthy kids surveys, universal monitoring surveys, board committee meetings, student leadership meetings, wellness committee meeting
Staff	Board committee meetings, staff meetings, staff surveys
Board of Directors	Board meetings, Board committee meetings

A description of how the adopted LCAP was influenced by the feedback provided by 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. We have gathered input from students, parents, Board members, and staff during staff meetings, during our Charter Excellence committee meetings, and during the public hearing for our LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement for all Bridges students and sub groups.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Overall student achievement will improve by 2% year over year across all student subgroups as measured by the CAASPP Assessment.	Our goal for 2022-2023 was to improve student achievement ELA and Math by 2% across our student population and all significant subgroups year over year. Our overall percentage of students meeting or exceeding standards in both ELA and Math stayed consistent at 62% and 50% respectably, though there was some growth across our students with disabilities, and socioeconomically disadvantaged students	Percent of Proficiency in 2025: Overall ELA: 66% ELA SED: 51% ELA SWD: 24% ELA Hispanic: 62% Overall Math: 54% Math SED: 39% Math SWD: 22% Math Hispanic: 46%	Percent of Proficiency in 2026: Overall ELA: 65% ELA SED: 46% ELA SWD: 21% ELA Hispanic: 56% Overall Math: 51% Math SED: 31% Math SWD: 15% Math Hispanic: 48%	ELA: 67% Math: 53%	Percent of Proficiency in 2023: Overall ELA: +3% ELA SED: +4% ELA SWD: -12% ELA Hispanic: +1% Overall Math: +1% Math SED: 0% Math SWD: -16% Math Hispanic: +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in ELA (+2%), and across our Hispanic students in ELA (+8%). For SWD in Math the growth was significant (+6%), and while our socioeconomically disadvantaged students' scores declined by 4%, our students with disabilities increased by 7%. Percent of Proficiency in 2023: Overall ELA: 62% ELA SED: 42% ELA SWD: 33% ELA Hispanic: 55% Overall Math: 50% Math SED: 31% Math SWD: 31% Math Hispanic: 37%				
1.2	This percentage of students advancing in performance level will increase by 2% year over year.	Based on ELPAC data from 2023 the percentage of students advancing in performance level between 2022-2023 or coming reclassified as English proficient was 53%.	64% of our English learners advanced one level or were reclassified during the 2024-2025 school year.	27% of our English Learners advanced one level or were reclassified during the 2025-2026 school year.	Advancing one performance level or reclassifying: 29%	-15%
1.3	As measured on the Bridges Common	75% of students receiving intervention in	78% of students in grades TK-5 exited	In 2025-26, 79% of students in grades	Grades TK-5: 81%	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	grades TK-2 exited the intervention program because they advanced to meeting grade level standards. 17% of students were referred for special education assessments. 30% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meet grade level standards. 30% of students in grades 3-5 receiving intervention were referred for special education assessments through the SST process.	the intervention program because they met grade level reading standards. 3 students exited the intervention because they were identified and referred for special education services.	K-5 made one year or more of reading growth through the intervention program. 74% of K-5 intervention students are now reading on or above grade level. Specifically, 69% of K-2 students made one year or more of growth, and 100% of students in grades 3-5 met grade level reading standards and exited the intervention program. In middle school, 70% or more of students exited intervention for both reading and math.		
1.4	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 and will	ELA Growth:64%, Achievement: 70% Math Growth: 65%, Achievement: 59%	ELA Growth: 33rd%, Achievement: 73rd% Math Growth: 45th%, Achievement: 63rd%	ELA Growth: 55%, Achievement: 68% Math Growth: 55%, Achievement: 67%	ELA Growth:57%, Achievement: 70% Math Growth: 57%, Achievement: 69%	ELA Growth: -9%, Achievement: -2% Math Growth: -10%, Achievement: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	increase by 2% year over year.					

Goal Analysis [2025-26]

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

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

N/A

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.

N/A

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

The planned actions led to significant improvements in students reaching grade level standards in reading through our Tier II intervention program.

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

We have adjusted several metrics. We have reported overall growth in reading in Action 1.3, and we have reported both Achievement and Growth in Action 1.4.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Administer NWEA Assessments for grades 3-8 in Reading,Writing, and Math at least two	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	$4,308.00	Yes

Action #	Title	Description	Total Funds	Contributing
	times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-2 according to BRIDGES annual assessment calendar.	track the progress of students achieving above grade level in order to provide differentiated instruction.		
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.	$97,474.00	Yes
1.3	Monitor implementation of Express Readers and mClass.	Dyslexia Screeners and Reading Assessments will be implemented. Reading Intervention will be implemented in grades K-2 with a credentialed intervention teacher.	$8,106.00	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. Bilingual support for English Learners will be provided in the classroom; a Bilingual coordinator will provide communication and connection for Spanish speaking families between home and school.	$206,873.00	Yes
1.5	Coordinate and provide supplemental intervention services	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 will employ academic and EL intervention teacher(s), counseling and social	$196,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for students with disabilities.	skills services, occupational therapy, speech and language and resource specialist. Work with the county to coordinate available services.		
1.6	Two additional teacher/instructional days for students	These additional days will be used to support progress toward student learning goals.	$0.00	No
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.	As family communication is essential for student success, we will provide frequent communication via our parent communication platforms on student academic progress.	$6,227.00	No
1.8	Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	Bridges will implement Parsec Data Management for analyzing and disaggregating student data.	$12,375.00	Yes
1.9	Pilot California Reveal for Math in elementary grades	75% of the elementary teachers will pilot California Reveal math curriculum.	$13,103.00	No
1.10	Adoption of Reflex	Reflex math curriculum will support math fluency for students in grades 4-5	$2,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Adoption of CKLA Amplify	Teachers in grades 1-5 will implement CKLA Amplify for Reading and Language Arts.	$3,316.00	Yes
1.12	Provide Tier I and Tier II Math Intervention to Students in Grades 3-8	Learning Recovery for underperforming students to utilize the Learning Recovery Emergency Block Grant. The funds and associated actions are contingent on the Enacted Budget (final, legally approved state budgets passed by legislature and signed by the governor at the end of June).	$22,401.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Train and support teachers to implement effective instruction.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	70% of full time credentialed teachers will participate on a teacher-led committees that integrate analysis of student data.	In 2023-2024, 75% of full time credentialed teachers participated in a teacher-led curriculum committee.	84% of full time credentialed teachers participated in a teacher-led curriculum committee.	73%	75%	-2%
2.2	Teacher Committees in Literacy, Math, and Inquiry, and Equity will meet at least 3 times annually in professional learning communities.	In 2023-2024, the Inquiry committee met 3 times, the math committee met 3 times, the equity committee met 3 times, and the literacy committee met 4 times.	We reduced the number of committee meetings to focus specifically on the committee meetings requiring action. The math committee met 5 times and the literacy committee met 3.	The math committee met 6 times and the literacy committee met twice. We also initiated a teacher salary schedule committee which met 6 times.	13 committee meetings	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Bridges teachers will meet in grade spans three times annually in professional learning communities with a focus on improving instruction using student data.	Teachers met at least three times annually in grade spans focusing on literacy or math.	Teachers met at least three times annually in grade spans focusing on literacy or math.	Teachers met at least three times annually in grade spans focusing on student learning data.		

Goal Analysis [2025-26]

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

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

Not applicable.

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

Not applicable.

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

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

none

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$3,566.44	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.	$27,900.00	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.	$1,861.81	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.	$16,802.00	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	Yes
2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	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.	$2,568.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Implement ant-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.	$1,789.00	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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain student attendance rate. ADA of Bridges' classroom-based programs will sustain at 95.39% or higher at the P2 reporting period.	94.39%	95.3%	94.8%	95%	+.41%
3.2	Suspension/expulsion rates will be less than 3% of enrollment annually.	2023: 3.8%	2.4%	2% (not confirmed)	Less than 2%	-1.8%
3.3	Parent satisfaction survey will indicate that at least 70% of respondents "agree" and "strongly agree" that Bridges is effective in the following areas:	2023: Student Instruction, Engagement, Support, and Challenge with Learning: 84%	2025: Instruction, Support, Engagement with Learning: 93%	2026: Instruction, Support, Engagement with Learning: 95%	Maintain 70% or higher across targeted categories	Instruction, Support, Engagement with Learning: 95% (+11%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-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 administration (Q 1,2,16,17,,29, 30,31)	Social-Emotional Learning and Conflict Resolution Skill Development: 84% Healthy and Safe School Climate: 74% Parent Involvement in Meaningful Ways: 82% Communication, Organization, and Administration: 79%	Social-Emotional Learning: 92% Healthy and Safe School Climate: 88% Parent Involvement in Meaningful Ways: 89% Communication, Organization, and Administration: 92%	Social-Emotional Learning: 96% Healthy and Safe School Climate: 92% Parent Involvement in Meaningful Ways: 82% Communication, Organization, and Administration: 93%		Social-Emotional Learning: 96% (+12%) Healthy and Safe School Climate: 92% (+18%) Parent Involvement in Meaningful Ways: 82% (0%) Communication, Organization, and Administration: 93% (+14%)
3.4	At least 50% of Bridges families will be involved in classroom volunteering regularly as measured by self-reported surveys.	66% volunteered regularly	55%	48%	60%+	-18%
3.5	At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC,	43% involved in school leadership	42%	30%	40%+	-13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PMCs, Board or other committee participation, as evidenced by self reported surveys.					
3.6	We will implement at least 3 school wide community events per year focused on community building and parent education.	We hosted the following whole school events: Harvest Festival Carnival Open House/Art Night Kids Who Care Fair	We hosted the following whole school events: Harvest Festival Carnival Open House/Art Night Be the Change Fair Nation of Immigrants Fair Art History Festival Kids Who Care Fair	We hosted the following whole school events: Harvest Festival Open House/Art Night Be the Change Fair+Passion Project Fair Nation of Immigrants Fair Art History Festival 10 Fresh Friday events	3 School wide events	+2
3.8	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	7th Grade CHKS in 2023: I feel safe at this school: 82% My school is usually clean and tidy: 77% Teachers at this school communicate with parents about what students are expected to learn: 94%	7th Grade CHKS in 2024: I feel safe at this school: 83% My school is usually clean and tidy: 80% Teachers at this school communicate with parents about what students are expected to learn: 87%	7th Grade CHKS 2025-26: I feel safe at this school: 88% My school is usually clean and tidy: 86% Teachers at this school communicate with parents about what students are expected to learn: 90%	82%+ across all categories	7th Grade CHKS — 2025-26 vs. 2023 Baseline: I feel safe at this school: 88% (+6%) My school is usually clean and tidy: 86% (+9%) Teachers at this school communicate with parents about what students are expected to learn: 90% (-4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reach and maintain at least 82%	School staff takes parent concerns seriously: 94% I try hard to make sure I am good at my schoolwork: 94% There is a teacher or another adult at school who really cares about me: 70% There are high expectations of adults at my school: 71% 5th Grade CHKS in 2023: School Environment (Feel safe at school): 100% Grownups at the School Treat Each other with Respect: 100% Students know what the rules are: 100% School teaches students how to understand how other	School staff takes parent concerns seriously: 75% I try hard to make sure I am good at my schoolwork:91% There is a teacher or another adult at school who really cares about me: 93% There are high expectations of adults at my school: 72% 5th Grade CHKS in 2024: School Environment (Feel safe at school): 83% Grownups at the School Treat Each other with Respect: 100%	School staff takes parent concerns seriously: 90% I try hard to make sure I am good at my schoolwork: 95% There is a teacher or another adult at school who really cares about me: 91% There are high expectations of adults at my school: — (not recorded in 2025-26 dashboard) 5th Grade CHKS 2025-26: School Environment (Feel safe at school): 100% Grownups at the School Treat students with Respect: 98%		School staff takes parent concerns seriously: 90% (-4%) I try hard to make sure I am good at my schoolwork: 95% (+1%) There is a teacher or another adult at school who really cares about me: 91% (+21%) 5th Grade CHKS — 2025-26 vs. 2023 Baseline: School Environment (Feel safe at school): 100% (0%) Grownups at the School Treat students with Respect: 98% (-2%) Students know what the rules are: 98% (-2%) School teaches students how to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students think and feel: 100% School helps students feel responsible for the way that they act: 96% School teaches students to respect and care for one another: 100%	Students know what the rules are: 100% School teaches students how to understand how other students think and feel: 88% School helps students feel responsible for the way that they act: 97% School teaches students to respect and care for one another: 94%	Students know what the rules are: 98% School teaches students how to understand how other students think and feel: 98% School helps students feel responsible for the way that they act: 95% School teaches students to respect and care for one another: 98%		understand how other students think and feel: 98% (-2%) School helps students feel responsible for the way that they act: 95% (-1%) School teaches students to respect and care for one another: 98% (-2%)

Goal Analysis [2025-26]

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

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

not applicable

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

not applicable

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

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

no changes made

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$6,000.00	No
3.2	Offer enrichment activities for all students and subgroups		$26,500.00	Yes
3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.		$1,702.70	Yes
3.4	Provide social skills development skills for		$1,000.00	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.		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.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$177,621	$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
3.672%	0.000%	$0.00	3.672%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** 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. **Need:**	This action is necessary and effective because it provides consistent, standards-aligned data to monitor student progress and inform instruction across all grade levels. NWEA assessments in grades 3–8 offer nationally normed benchmarks that help identify learning gaps and growth areas, while Bridges Common Assessments in K–2 ensure early learners are developing foundational skills. Administering these assessments schoolwide allows educators to make data-driven	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	decisions that support differentiated instruction and improve outcomes for all students.	
1.2	**Action:** Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff. **Need:** **Scope:** LEA-wide	This action is necessary and effective because the Student Study Team (SST) process allows educators to collaboratively identify barriers to student success and develop targeted strategies to address academic, behavioral, or social-emotional needs. By involving teachers, families, and support staff, the SST ensures a coordinated approach to intervention. Implementing this schoolwide ensures that all students have equitable access to timely, personalized support that promotes progress and prevents further learning gaps.	
1.5	**Action:** Coordinate and provide supplemental intervention services for students with disabilities. **Need:** **Scope:** LEA-wide	This action is necessary and effective because it ensures students with disabilities receive targeted, supplemental support aligned with their IEP goals, helping them access core instruction and make meaningful progress. Coordinating these services allows for a more cohesive approach between general education and special education staff.	
1.8	**Action:** Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	This action is necessary and effective because a centralized data tracking system enables educators to monitor student progress over time, identify trends, and respond to individual and group needs with timely interventions. It is especially valuable for tracking the achievement	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:** LEA-wide	and growth of English Learners and other student subgroups.	
1.10	**Action:** Adoption of Reflex **Need:** **Scope:** LEA-wide	This action is necessary and effective because Reflex provides personalized, adaptive practice in math fact fluency, helping students build the automaticity needed for success in more complex math concepts. It supports differentiated instruction by offering immediate feedback and real-time progress monitoring, allowing educators to tailor support to individual student needs. Implementing Reflex schoolwide ensures all students, including those who struggle with foundational skills, receive targeted support to build confidence and close learning gaps in math.	
1.11	**Action:** Adoption of CKLA Amplify **Need:** **Scope:** LEA-wide	This action is necessary and effective because CKLA Amplify provides a comprehensive, knowledge-rich ELA curriculum that builds strong foundational skills in phonics, vocabulary, and comprehension—particularly important for early and developing readers. Its structured approach supports all learners, including English Learners and students with reading challenges, by integrating listening, speaking, reading, and writing. Implementing CKLA Amplify schoolwide promotes literacy development through consistent, high-quality instruction that meets diverse student needs.	
2.3	**Action:** Analyze data from benchmark assessments and NWEA assessments at least two times annually	Analyzing data from benchmark and NWEA assessments at least twice a year is essential because it provides teachers with timely, actionable insights into student performance,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:** LEA-wide	growth, and areas of need. This enables educators to adjust instruction, group students strategically, and provide targeted interventions that support individual progress. Regular data analysis ensures instruction remains responsive and aligned to student needs, ultimately driving improved academic outcomes.	
2.4	**Action:** Implement Universal Monitoring by administering surveys at least two times per year. **Need:** **Scope:** LEA-wide	Implementing Universal Monitoring through surveys administered at least twice a year is important because it helps gather consistent feedback on student well-being, engagement, and school climate. This data allows educators to identify emerging issues, monitor trends, and tailor supports to meet the social-emotional and academic needs of all students.	
2.5	**Action:** Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction. **Need:** **Scope:** LEA-wide	Teacher-led committees foster collaborative professional learning focused on using student data to inform instruction. By regularly analyzing data and discussing research-based strategies, teachers can make informed decisions that directly address student needs. This ongoing collaboration promotes continuous improvement in teaching practices and supports more effective, targeted instruction schoolwide.	
2.7	**Action:** Implement ant-bias training for teachers and staff **Need:**	Implementing anti-bias training for teachers and staff is important because it raises awareness of unconscious biases and helps create a more inclusive, equitable school environment. This training equips educators with the tools to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	recognize and address bias in their interactions and instructional practices, fostering respect and understanding among all students.	
2.8	**Action:** Implement McKinney Vento Training for all teachers **Need:** **Scope:** LEA-wide	Implementing McKinney-Vento training for all teachers is important because it ensures staff are knowledgeable about the rights and needs of students experiencing homelessness. This training equips educators with the tools to identify, support, and advocate for these vulnerable students, helping to remove barriers to their academic success.	
3.2	**Action:** Offer enrichment activities for all students and subgroups **Need:** **Scope:** LEA-wide	Offering enrichment activities for all students and subgroups is important in our LCAP because it provides opportunities to deepen learning, foster creativity, and build skills beyond the core curriculum. These activities help engage students with diverse interests and strengths, promoting equity by ensuring that all learners—including traditionally underserved groups—have access to meaningful and challenging experiences. This supports well-rounded development and helps close opportunity gaps across the school community.	
3.3	**Action:** Monitor implementation of social-emotional learning curriculum (SEL) and track progress. **Need:**	Monitoring the implementation of the social-emotional learning (SEL) curriculum and tracking progress is important because it ensures that SEL strategies are consistently and effectively integrated into daily instruction.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** Provide social skills development skills for all students and subgroups. **Need:** **Scope:** LEA-wide	Providing social skills development for all students and subgroups supports student success and achievement by helping learners build essential interpersonal abilities such as communication, collaboration, and conflict resolution. These skills contribute to a positive classroom environment and improve students' ability to engage effectively with peers and teachers.	
3.5	**Action:** Provide professional development for teachers and staff in conflict resolution and whole child learning. **Need:** **Scope:** LEA-wide	Providing professional development in conflict resolution and whole child learning is important because it equips teachers and staff with effective strategies to manage classroom challenges and support students' academic, social, and emotional needs. This training fosters a positive school climate where students feel safe, understood, and valued, which is essential for engagement and learning.	
3.6	**Action:** 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. **Need:** **Scope:**	eliminating this action	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Monitor implementation of Express Readers and mClass. **Need:** **Scope:** Limited to Unduplicated Student Group(s)	Monitoring Express Readers and mClass ensures that targeted literacy supports effectively meet the needs of unduplicated students, such as English Learners and low-income learners. These tools help identify learning gaps early and guide instruction to promote equity and accelerate student growth.	percentage of unduplicated students meeting or exceeding grade-level benchmarks on literacy assessments over time.
1.4	**Action:** Provide in-classroom differentiation to address student needs, including English Learners. **Need:** **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to address the needs of unduplicated student populations by tailoring instruction to meet diverse learning styles and language proficiency levels within the classroom. Differentiation ensures that English Learners and other students receive the appropriate support and challenge needed to access the curriculum and succeed academically.	ELPAC Scores
2.6	**Action:** On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	This action is designed to address the needs of unduplicated student populations by equipping teachers with research-based strategies tailored to support targeted subgroups such as English	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: **Scope:** Limited to Unduplicated Student Group(s)	Learners, low-income students, and foster youth. On-site professional development ensures that educators can apply these practices effectively within their classrooms to better meet diverse learning needs.	

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

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.

Additional Concentration Grant Funding

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

N/A

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	12.994:425	

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 certificated staff providing direct services to students	23.45:425	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,837,076	177,621	3.672%	0.000%	3.672%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$332,047.25	$309,225.70	$26,000.00	$5,400.00	$672,672.95	$596,481.95	$76,191.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	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	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	$0.00	$4,308.00	$4,308.00				$4,308.00	
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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	$97,474.00	$0.00	$49,870.00	$47,604.00			$97,474.00	
1	1.3	Monitor implementation of Express Readers and mClass.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	$0.00	$8,106.00	$8,106.00				$8,106.00	
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	$206,873.00	$0.00	$112,085.00	$94,788.00			$206,873.00	
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	$196,000.00	$0.00	$81,000.00	$115,000.00			$196,000.00	
1	1.6	Two additional teacher/instructional days for students	All	No			All Schools	2024-25 thru 2026-27 School Year	$0.00	$0.00	$0.00				$0.00	
1	1.7	Provide frequent student progress information to parents using electronic data systems and other	All	No			All Schools	2024-25 thru 2026-27 School Year	$0.00	$6,227.00	$6,227.00				$6,227.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		communication methods. Uphold expectations for consistent weekly communication from teachers.														
1	1.8	Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25 thru 2026-27 School Year	$0.00	$12,375.00	$6,200.00	$6,175.00			$12,375.00	
1	1.9	Pilot California Reveal for Math in elementary grades	All	No			All Schools	2024-25 thru 2026-27 School Year	$10,000.00	$3,103.00	$13,103.00				$13,103.00	
1	1.10	Adoption of Reflex	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	$0.00	$2,400.00	$2,400.00				$2,400.00	
1	1.11	Adoption of CKLA Amplify	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	$3,316.00	$0.00		$3,316.00			$3,316.00	
1	1.12	Provide Tier I and Tier II Math Intervention to Students in Grades 3-8	All	No					$22,401.00	$0.00		$22,401.00			$22,401.00	
2	2.1	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.	All	No			All Schools	2024-25 thru 2026-27 School Year	$3,566.44	$0.00	$3,566.44				$3,566.44	
2	2.2	Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.	All	No			All Schools	2024-25 thru 2026-27 School Year	$26,300.00	$1,600.00	$27,900.00				$27,900.00	
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	$1,861.81	$0.00	$1,861.81				$1,861.81	
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	$16,802.00	$0.00		$16,802.00			$16,802.00	
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	$0.00	$10,000.00	$5,000.00			$5,000.00	$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	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	$2,568.00	$0.00	$1,744.00	$824.00			$2,568.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.7**	Implement ant-bias training for teachers and staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	$1,789.00	$0.00	$1,004.00	$785.00			$1,789.00	
2	**2.8**	Implement McKinney Vento Training for all teachers	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-25 thru 2026-27 School Year	$0.00	$400.00				$400.00	$400.00	
3	**3.1**	Provide ongoing parent education	All	No			All Schools	2024-25 thru 2026-27 School Year	$6,000.00	$0.00	$6,000.00				$6,000.00	
3	**3.2**	Offer enrichment activities for all students and subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	$0.00	$26,500.00	$500.00		$26,000.00		$26,500.00	
3	**3.3**	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	$1,530.70	$172.00	$172.00	$1,530.70			$1,702.70	
3	**3.4**	Provide social skills development skills for all students and subgroups.	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		2024-25 thru 2026-27 School Year	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.5**	Provide professional development for teachers and staff in conflict resolution and whole child learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year								
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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,837,076	177,621	3.672%	0.000%	3.672%	$275,250.81	0.000%	5.690 %	**Total:**	$275,250.81
								LEA-wide Total:	$153,315.81
								Limited Total:	$121,935.00
								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**	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		$4,308.00	
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	$49,870.00	
1	**1.3**	Monitor implementation of Express Readers and mClass.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$8,106.00	

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	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$112,085.00	
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,000.00	
1	1.8	Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	Yes	LEA-wide	English Learners	All Schools	$6,200.00	
1	1.10	Adoption of Reflex	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400.00	
1	1.11	Adoption of CKLA Amplify	Yes	LEA-wide	English Learners Foster Youth Low Income			
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	$1,861.81	
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	$5,000.00	
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		$1,744.00	

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 ant-bias training for teachers and staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,004.00	
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		$500.00	
3	**3.3**	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	LEA-wide	English Learners Foster Youth Low Income		$172.00	
3	**3.4**	Provide social skills development skills for all students and subgroups.	Yes	LEA-wide	English Learners Foster Youth		$1,000.00	
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			
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		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$611,815.90	$574,407.56

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**	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	3,308.00	$5,450.22
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	74,874.46	$71,844.00
1	**1.3**	Monitor implementation of Express Readers and mClass.	Yes	7,800.00	$11,175.00
1	**1.4**	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	116,310.20	$117,505.00
1	**1.5**	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	272,028.00	$196,000.00
1	**1.6**	Two additional teacher/instructional days for students	No	0.00	$0.00
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.	No	6,428.00	$6,227.00

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	**1.8**	Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	Yes	7,500.00	$17,600.00
1	**1.9**	Develop new Math Curriculum for Middle School; Pilot new math curriculum for elementary	No	6,751.74	$18,849.00
1	**1.10**	Adoption of Reflex	Yes	6,327.00	$2,400.00
1	**1.11**	Adoption of CKLA Amplify	Yes	2,500.00	$3,316.40
1	**1.12**	Provide Tier I and Tier II Math Intervention to Students in Grades 3-8	No	18,000.00	18,191.53
2	**2.1**	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.	No	3,613.22	$3,395.63
2	**2.2**	Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.	No	25,228.00	$36,808.00
2	**2.3**	Analyze data from benchmark assessments and NWEA assessments at least two times annually	Yes	1,668.76	$1,861.81
2	**2.4**	Implement Universal Monitoring by administering surveys at least two times per year.	Yes	16,378.40	$15,240.00
2	**2.5**	Committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	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.	Yes	2,571.96	$2,215.00

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)
2	**2.7**	Implement ant-bias training for teachers and staff	Yes	1,425.46	$1,827.00
2	**2.8**	Implement McKinney Vento Training for all teachers	Yes	400.00	$400.00
3	**3.1**	Provide ongoing parent education	No	6,000.00	$7,386.71
3	**3.2**	Offer enrichment activities for all students and subgroups	Yes	20,500.00	$23,845.00
3	**3.3**	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	1,702.70	$1,870.26
3	**3.4**	Provide social skills development skills for all students and subgroups.	Yes	500.00	$1,000.00
3	**3.5**	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes	0.00	$0,00
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	0.00	$0,00

2025-26 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)
$178,761.00	$279,974.48	$296,265.03	($16,290.55)	0.000%	0.000%	0.000%

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	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	$3,308.00	$5,450.22		
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	$48,362.00	$49,870.00		
1	1.3	Monitor implementation of Express Readers and mClass.	Yes	$7,800.00	$8,106.00		
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	$108,121.00	$112,085.00		
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	$88,023.00	$81,000.00		
1	1.8	Implement data tracking system for housing data, tracking progress of students. This system allows us to	Yes	$7,500.00	$8,800.00		

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)
		analyze progress of English Learners and other sub populations of students.					
1	1.10	Adoption of Reflex	Yes	$6,327.00	$18,849.00		
1	1.11	Adoption of CKLA Amplify	Yes				
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	Yes	$1,668.76	$1,861.81		
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes				
2	2.5	Committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	$5,226.00	$5,000.00		
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	$1,806.61	$1,744.00		
2	2.7	Implement ant-bias training for teachers and staff	Yes	$660.11	$1,827.00		
2	2.8	Implement McKinney Vento Training for all teachers	Yes				
3	3.2	Offer enrichment activities for all students and subgroups	Yes	$500.00	$500.00		
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	$172.00	$172.00		
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	$500.00	$1,000.00		
3	3.5	Provide professional development for teachers and	Yes				

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)
		staff in conflict resolution and whole child learning.					
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				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,539,687.00	$178,761.00	0	3.938%	$296,265.03	0.000%	6.526%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2024

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Bridges Charter School
CDS Code:	56-10561-0121756
LEA Contact Information:	Name: Kelly Simon, PhD Position: Executive Director Email: kelly.simon@bridgescharter.org Phone: 805-492-3569
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$5,014,698
LCFF Supplemental & Concentration Grants	$177,621
All Other State Funds	$876,734
All Local Funds	$94,281
All federal funds	$206,580
Total Projected Revenue	$6,192,293

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$6,087,194
Total Budgeted Expenditures in the LCAP	$672,673
Total Budgeted Expenditures for High Needs Students in the LCAP	$275,251
Expenditures not in the LCAP	$5,414,521

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$279,974
Actual Expenditures for High Needs Students in LCAP	$296,265

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$97,630
2025-26 Difference in Budgeted and Actual Expenditures	$16,291

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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

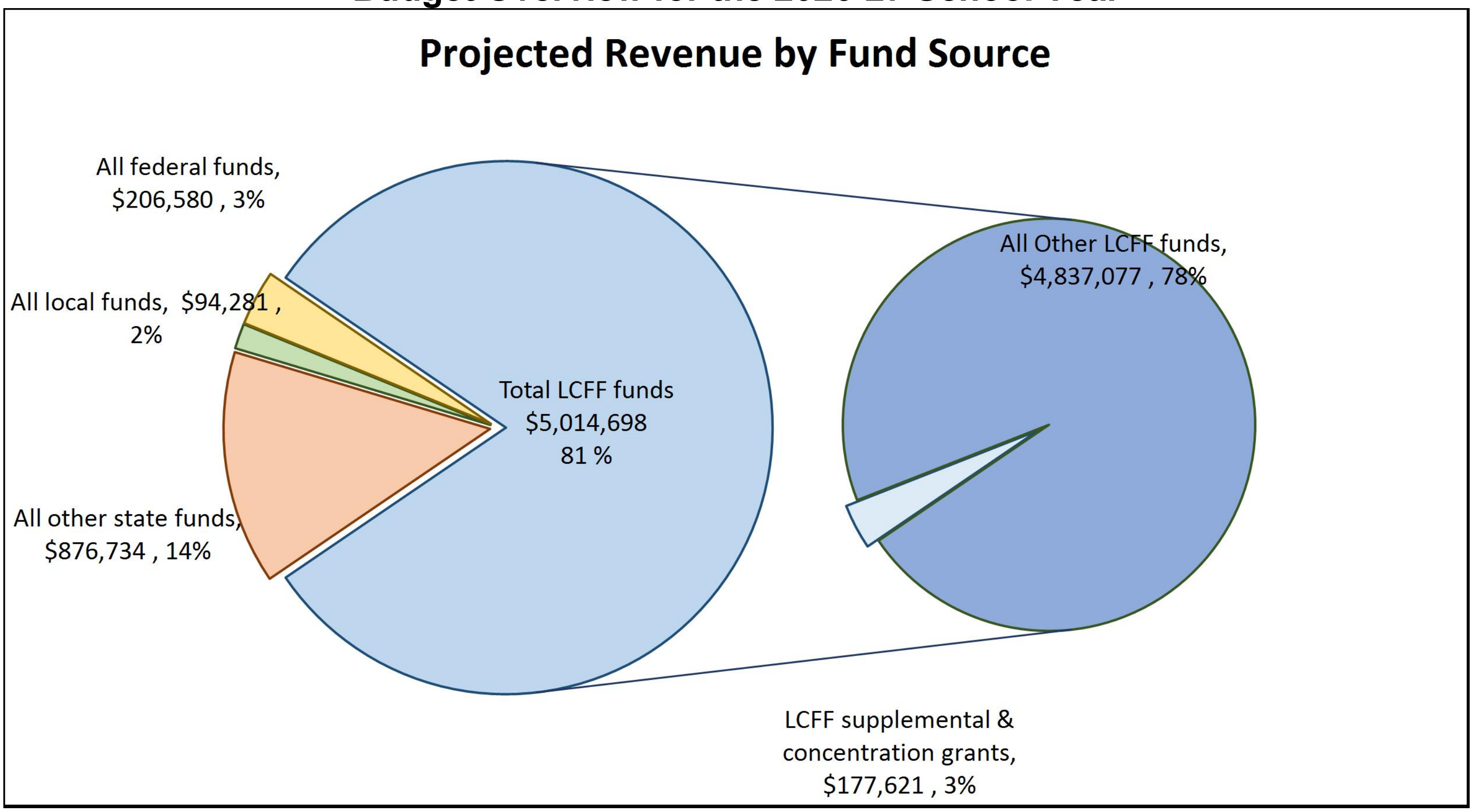
BRIDGES
CHARTER SCHOOL
K-8, CORE MIDDLE SCHOOL & HOMESCHOOL HYBRID

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Charter School
CDS Code: 56-10561-0121756
School Year: 2026-27
LEA contact information:
Kelly Simon, PhD
Executive Director
kelly.simon@bridgescharter.org
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 2026-27 School Year

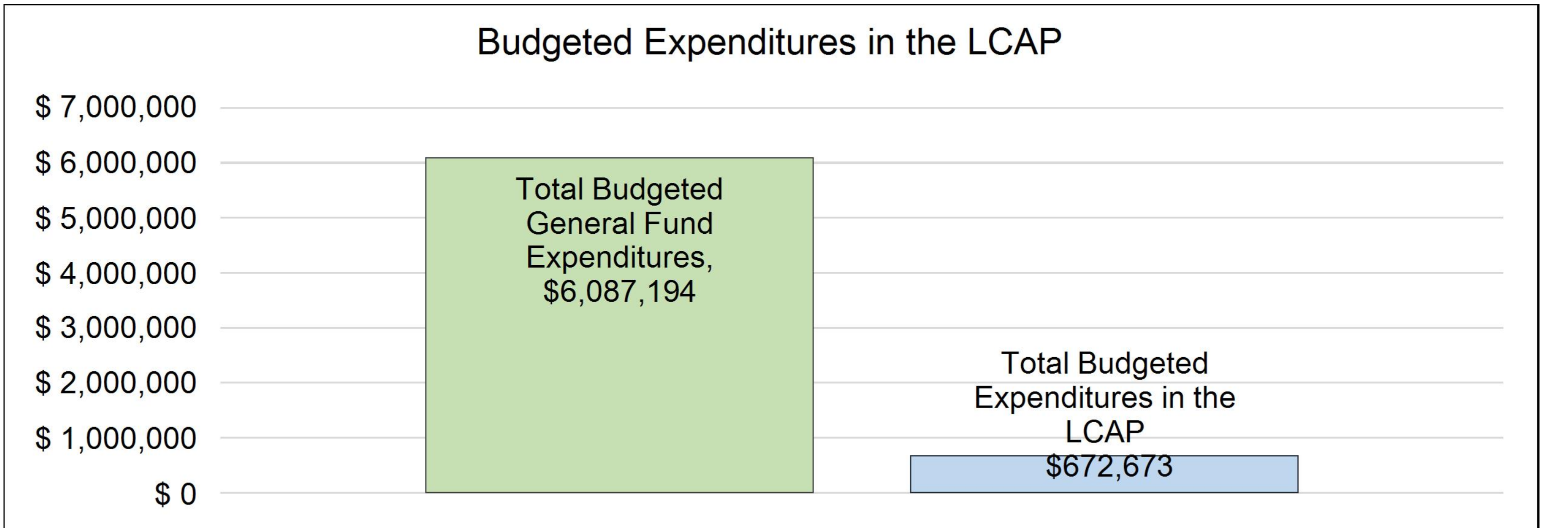


This chart shows the total general purpose revenue Bridges Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bridges Charter School is $6,192,293, of which $5,014,698 is Local Control Funding Formula (LCFF), $876,734 is other state funds, $94,281 is local funds, and $206,580 is federal funds. Of the $5,014,698 in LCFF Funds, $177,621 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Bridges Charter School plans to spend $6,087,194 for the 2026-27 school year. Of that amount, $672,673 is tied to actions/services in the LCAP and $5,414,521 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

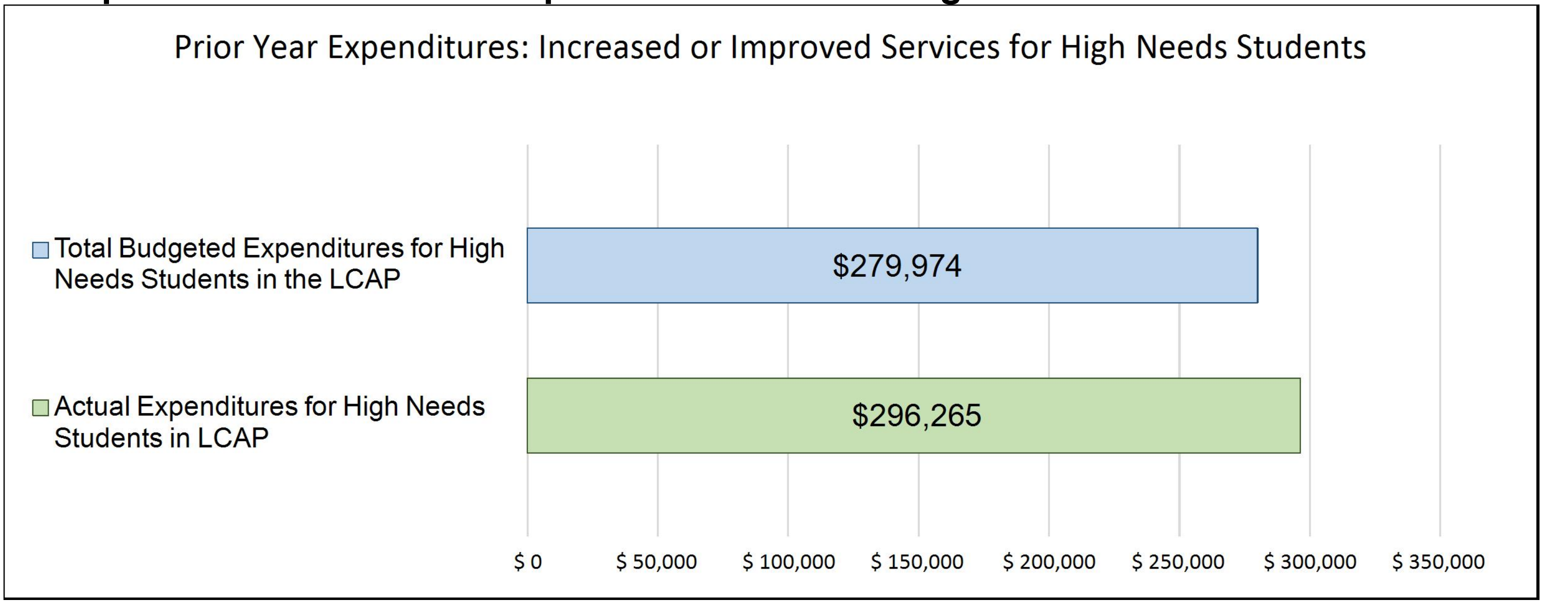
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under $5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation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

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

In 2026-27, Bridges Charter School is projecting it will receive $177,621 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 $275,251 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Bridges 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 2025-26, Bridges Charter School's LCAP budgeted $279,974 for planned actions to increase or improve services for high needs students. Bridges Charter School actually spent $296,265 for actions to increase or improve services for high needs students in 2025-26.