

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	BRIDGES Charter School		
Contact Name and Title	Cindy McCarthy Assistant Director	Email and Phone	cmccarthy@bridgescharter.org 805-492-3569

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

#### Mission

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

#### Vision

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

#### Our Goal

BRIDGES Charter School is committed to providing a high quality, effective, and standards- based program through the education of the whole child, whereby the individual student is challenged, engaged, supported, healthy and safe.

#### Bridges Charter School's Expected School wide Learning Results (ESLRs) for All Students:

Demonstrate mastery of academic standards in meaningful ways.

Utilize effective oral and written expression.

Apply critical thinking and problem solving.

Employ powerful reasoning, negotiating and creative thinking skills.

Practice personal responsibility. "Respect myself, Respect my neighbor, Respect my school."

Grow in confidence and competence, academically, socially and emotionally.

#### Educational Philosophy

We (educators, parents and students) operate under the shared philosophy that we are all teachers and learners in our educational community. Educators view the classroom as a rich, evolving experience, and consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. Students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas they determine to be ripe for growth. Children learn best, and will be most motivated, in a nurturing, safe, and supportive environment, where their curiosities and talents are respected. Thus, the impact of positive interpersonal

relationships between classroom and community members cannot be understated. It is through these positive, collaborative and respectful interactions that learning will best occur.

We believe the school day provides ample opportunities to discuss, engage in, and learn from everyday experiences, be it a current event or playground dynamics. The exploration of relevant and sometimes challenging social issues and circumstances provides practice in conflict resolution and creates a participatory classroom community. When children are active participants in their learning, what they learn becomes more relevant. Making learning relevant to the world around us is vital, as is providing a context-driven curriculum. Context-driven lessons and activities allow students to recall and utilize what they know already, and apply that prior knowledge to new experiences. Thus, the learning and practice of basic, fundamental skills becomes part of the process, not the goal itself. As students mature and matriculate from one level to the next, they will each work toward the goal of being a confident, participatory, socially responsible, and independent life-long learner.

The educational design of BRIDGES Charter School has its basis in the theory of constructivism (Piaget), which details how people learn. Understanding cannot simply be transferred by explanation from one mind (that of an educator) to another mind (that of a student). Rather, each of us constructs our own image of the universe and how it fits together through personal engagement with it. This approach is student-centered, whereby teachers (and parents) act as facilitators, providing the guidance and structure necessary for the children to construct meaning from their environment and experiences. Ultimately, children travel from engagement to learning, from learning to understanding, and from understanding to the competent application of information.

During this educational process and experience, our students will practice effective oral and written self-expression, critical thinking and problem solving, and learn personal responsibility. They will actively engage in the curriculum and find meaningful ways to demonstrate their mastery of concepts, be it thematic, collaborative, dramatic, presentation-style, or a combination of choices. Through cooperative activities and project-based learning, students will develop powerful reasoning, negotiating, and creative-thinking skills. Students will also learn to engage with a variety of learners, in order to further appreciate the variety of cumulative talents their groups have to offer, whether if be in cross-age groups, homogeneous groups, or while working with adults. Having ample opportunities to learn from, learn with, and assist in the learning of others builds and nurtures a sense of community and social responsibility, and fosters the skills necessary for life-long learning. Consequently, these fundamental life skills serve as a foundation for the pursuit of academic excellence and high achievement.

We believe that all children have an innate desire to learn and that children learn best by doing. Because we recognize that each child is unique, we have committed ourselves to creating an inclusive educational experience that combines current educational research, common sense, and attention to various needs and learning styles in order to move each child forward. We feel that such a dynamic, responsive learning environment is only possible when the student to adult ratio is dramatically lowered by consistent parent participation in the classroom. We also believe that a successful student is one who emerges from school as a balanced individual who is confident and competent not only academically, but also socially and emotionally.

In conclusion, it is our belief that learning best occurs when children are presented with ample opportunities to engage with others; when they have room for self-expression, creativity and mastery within the context of their learning; and where a nurturing educational environment is provided so that each student reaches his or her potential as a respected individual.

## LCAP HIGHLIGHTS

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

Students at Bridges Charter School are provided with an instructional program that is aligned with the California Common Core Standards (CCCS) and the Next Generation Science Standards (NGSS) for core academic subjects. Art, physical instruction, music and library are provided by specialist instructors. Student progress is assessed via multiple measures that are standardized across each grade level. Intervention and enrichment is provided by differentiated instruction in the classrooms while remedial intervention is aligned to individual needs and services are coordinated via Student Study Team. Social emotional learning with common curriculum and instruction on digital literacy and 21st century skills are areas of emphasis. Professional development of the staff and faculty is a priority of the LCAP and includes a focus on: standards-based instructional methods, the use of student achievement data for instructional planning and the expansion of project-based learning with integration of content areas. The learning environment and school culture are guided by principles of Whole Child Education whereby the individual student is challenged, engaged, supported, healthy and safe. Student circles and conflict resolution techniques provide a basis for growth in interpersonal and peer group relations.



## REVIEW OF PERFORMANCE

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

The faculty has fully implemented a program of local common assessments and has collected students data for individuals and sub-groups to better inform classroom instruction and to provide a coordinated intervention program for student support.

Student progress on state assessments -CAASPP - has continued to improve over prior years.

Technology hardware access and internet connectivity have been enhanced so that Google classroom and other managed software programs can be implemented school wide.

Improved understanding by parents and staff of the school governance structure and roles and responsibilities of board and staff has laid the groundwork for better communication among stakeholders and more meaningful participation in the governance process.

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Improve student achievement for all Bridges students and sub groups with support of a coordinated intervention program.

Train and support teachers to implement instruction aligned to California Common Core Standards and Next Generation science standards and 21st Century learning/technology outcomes.

Provide an effective environment for learning based on Whole Child tenets and expected school wide learning outcomes with emphasis on: parent education, improving attendance, social emotion learning instruction, and addressing student behavior in relation to conduct standards.

## GREATEST NEEDS



Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

Performance gaps exist for the following student sub groups on CAASPP: socioeconomically disadvantaged, students with disabilities and Hispanic students. Bridges is planning to enhance training of teachers on standards-based instruction, differentiation of learning and social emotional skills. In addition, an intervention program will provide coordinated services (remedial instruction, counseling, behavioral specialist consultation) to address individual student needs through the Student Study Team process.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Based on current enrollment projections, BRIDGES Charter School will educate 416 students during 2017-18. Approximately, 15.38% of these students will be deemed unduplicated. Consequently, LCFF supplemental funds generated will be approximately \$65,169. BRIDGES will increase or improve services for unduplicated students by implementing the following services:

1. Intervention Teacher to help increase academic achievement for students
2. Counseling services to help support students
3. Two additional instructional days for students
4. English language materials designed for English Learners (ELs)
5. Staff development related to unduplicated students.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,354,692
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$101,717.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

BRIDGES Charter School is operated as a not-for profit public benefit charter school. Therefore, the school accounts for its general fund activities under Fund 62. The projected general fund expenditures not reported on the Local Control and Accountability Plan (LCAP) represent the following general categories:

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

\$3,000,408

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Goal #1 - Academic

Develop and implement professionally acceptable ongoing school wide assessment systems in ELA and mathematics. Complete longitudinal reports by grade levels which shows disaggregated data by numerically significant subgroups. Utilize Common Core aligned local assessments that will inform curricular and instructional decision-making across all grade levels.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Each grade level will administer common quarterly assessments in ELA and math and report disaggregated data to administration.

Submission of curriculum maps and assessment protocols that demonstrate Common Core alignment. Establish assessment timelines and protocols that include administrative review in order to inform instruction. Documented teacher analysis of assessment data as evidence of Common Core alignment. Student growth as shown on CAASPP.

#### ACTUAL

The actions for this objective were substantially implemented. Quarterly assessments were administered, recorded in the EADMS student data management system and disaggregated by sub groups. Data was analyzed by teachers and administration for modification of instruction and for the provision of intervention services.

Curriculum maps and protocols for implementation of Bridges common assessments were developed, followed and updated during the school year.

Student growth on CAASPP will be analyzed once the results for 2017 are received and can be compared with 2016.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	<p><b>PLANNED</b></p> <p>The Strategic Planning Team along with teacher input will establish data review protocols for each grade level.</p> <p>Initial timeline June-August 2016</p> <p>Review in Spring of 2017 and semi-annually after that</p>
	<p><b>BUDGETED</b></p> <p>Strategic Planning Team (8 Teachers x 15 hours x \$30 per hour). Certificated cost will be financed with State unrestricted dollars.</p> <p>\$4,150</p>

<p><b>ACTUAL</b></p> <p>At the beginning of the school year, teachers and administration established data collection protocols for each grade level along with an assessment calendar for the school year. The assessment calendar and protocols were reviewed and revised in May 2017.</p> <p>BRIDGES is expected to spend \$0 on strategic planning team activities. This amount is \$4,150 less than the original LCAP budget.</p>
<p><b>ESTIMATED ACTUAL</b></p> <p>Strategic Planning Team (8 Teachers x 15 hours x \$30 per hour). Certificated cost will be financed with State unrestricted dollars.</p> <p>\$0</p>

Action **2**

Actions/Services	<p><b>PLANNED</b></p> <p>ELA and math assessments administered and analyzed.</p> <p>Utilizing a PLC model, teachers and staff will gather data from ELA and mathematics assessments, analyzing the data in order to inform instruction.</p>
	<p><b>BUDGETED</b></p> <p>ELA/Math Stipends (8 Teachers x \$750 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. \$6,916</p>

<p><b>ACTUAL</b></p> <p>Data was collected and entered into the EADMS student data management system. Data was analyzed in grade level and grade span groups at scheduled times in December, March and June during the school year. Data was used to modify instruction, groupings and for additional intervention services.</p> <p>BRIDGES is expected to spend \$4,325 on ELA/Math Stipends. This amount is \$2,591 less than the original LCAP budget.</p>
<p><b>ESTIMATED ACTUAL</b></p> <p>ELA/Math Stipends (8 Teachers x \$750 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. \$4,325</p>

Action **3**

Actions/Services	<p><b>PLANNED</b></p> <p>Data Walls (display of student data from all grades and all classrooms)</p> <p>Teachers and staff will create an area to display data in order to create transparency and establish accountability for student growth.</p>
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<p><b>ACTUAL</b></p> <p>Professional development for implementation of Data Walls was not provided due to unplanned changes in the administration mid-year. The action will be carried over into 2017-18.</p>
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Expenditures	<p><b>BUDGETED</b> This action item will not generate additional monetary costs. \$0</p>	<p><b>ESTIMATED ACTUAL</b> This action item will not generate additional monetary costs. \$0</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Year long, grade level Curriculum Map addressing all ELA and math standards.</p> <p>All teachers at each grade level will create a Common Core Standards based curriculum map for the entire year. These maps will be established early in the school year and followed for the entire year.</p>	<p><b>ACTUAL</b> Curriculum maps were developed for ELA and Math. The information is in a shared Google Docs format so that revisions and additions can be documented through out the year. Curriculum mapping for science will begin in 2017-18.</p>
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Expenditures	<p><b>BUDGETED</b> This action item will not generate additional monetary costs. \$0</p>	<p><b>ESTIMATED ACTUAL</b> This action item will not generate additional monetary costs. \$0</p>
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Action **5**

Actions/Services	<p><b>PLANNED</b> Administration of Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) of CAASPP.</p> <p>Teachers and staff will administer both the Interim and Comprehensive Assessments several times throughout the year.</p>	<p><b>ACTUAL</b> CAASPP preparation assessments were given in the spring of 2017. Administration of these assessments has been included in the updated assessment calendar of 2017-18.</p>
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Expenditures	<p><b>BUDGETED</b> This action item will not generate additional monetary costs. \$0</p>	<p><b>ESTIMATED ACTUAL</b> This action item will not generate additional monetary costs. \$0</p>
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Action **6**

Actions/Services	<p><b>PLANNED</b> All curriculum assessed, quarterly.</p> <p>Strategic Leadership and Administration will review curriculum resources quarterly.</p>	<p><b>ACTUAL</b> Student progress was assessed quarterly with Bridges common assessments and was reviewed by staff and administration.</p>
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Expenditures	<p><b>BUDGETED</b> This action item will not generate additional monetary costs. \$0</p>	<p><b>ESTIMATED ACTUAL</b> This action item will not generate additional monetary costs. \$0</p>
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Action **7**

Actions/Services

**PLANNED**  
 Response to Intervention Teacher

**ACTUAL**  
 Due to unplanned changes in administration, the Response to Intervention teacher was not hired until spring of the school year. The program was up and running in April 2017.  
  
 BRIDGES is expected to spend \$8,674 the Response to Intervention teacher. This amount is \$47,943 less than the original LCAP budget.

Expenditures

**BUDGETED**  
 Response to Intervention Teacher .50 FTE - Certificated costs will be financed with State unrestricted dollars. \$56,617

**ESTIMATED ACTUAL**  
 Response to Intervention Teacher .50 FTE - Certificated costs will be financed with State unrestricted dollars. \$8,674

Action **8**

Actions/Services

**PLANNED**  
 School Counselor

**ACTUAL**  
 Social skills were taught in classroom by the Speech and Language Specialist during the first half of the year. Small group instruction was provided for referred students during the second semester.  
  
 Counseling services were provided beginning in April 2017 through contracted services.  
  
 BRIDGES is expected to spend \$10,000 on school counseling services. This amount is \$2,591 less than the original LCAP budget.

Expenditures

**BUDGETED**  
 Certificated costs will be financed with State unrestricted dollars. \$11,414

**ESTIMATED ACTUAL**  
 Service costs will be financed with State unrestricted dollars. \$10,000

Action **9**

Actions/Services

**PLANNED**  
 Two additional instructional days.

**ACTUAL**  
 Two additional instructional days were implemented.  
  
 BRIDGES is expected to spend \$14,307 on two additional instructional days. This amount is \$1,065 more than the original LCAP budget.

Expenditures	<p><b>BUDGETED</b>                  Teacher salary and benefits for two instructional days. Certificated costs will be financed with State unrestricted dollars. \$13,242</p>	<p><b>ESTIMATED ACTUAL</b>                  Teacher salary and benefits for two instructional days. Certificated costs will be financed with State unrestricted dollars. \$14,307</p>
Action	<h1>10</h1>	
Actions/Services	<p><b>PLANNED</b>                  English Language Acquisition Materials</p>	<p><b>ACTUAL</b>                  English Language Acquisition materials were purchased in spring 2017.                   BRIDGES is expected to spend \$362 on English Language Acquisition materials. This amount is \$1,638 less than the original LCAP budget.</p>
Expenditures	<p><b>BUDGETED</b>                  English Language Acquisition Materials. Supply costs will be financed with State unrestricted dollars. \$2,000</p>	<p><b>ESTIMATED ACTUAL</b>                  English Language Acquisition Materials. Supply costs will be financed with State unrestricted dollars. \$362</p>
Action	<h1>11</h1>	
Actions/Services	<p><b>PLANNED</b>                  Intervention Aide</p>	<p><b>ACTUAL</b>                  In lieu of an Intervention Aide, a full time Speech and Language Specialist was employed to assist with social skills and English language development for targeted students.                   BRIDGES is expected to spend \$366 on intervention paras for students. This amount is \$13,765 less than the original LCAP budget.</p>
Expenditures	<p><b>BUDGETED</b>                  Intervention Aide .613 FTE - Classified costs will be financed with State unrestricted dollars. \$14,131</p>	<p><b>ESTIMATED ACTUAL</b>                  Intervention Aide .613 FTE - Classified costs will be financed with State unrestricted dollars. \$366</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions for this objective were substantially implemented. Quarterly assessments were administered, recorded in the EADMS student data management system and disaggregated by sub groups. Data was analyzed by teachers and administration for modification of instruction and for the provision of intervention services.

Curriculum maps and protocols for implementation of Bridges common assessments were developed, followed and updated during the school year.

Student growth on CAASPP will be analyzed once the results for 2017 are received and can be compared with 2016.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Bridges has successfully defined its common assessments; identified cut points for "at", "below", and "above" grade level performance on those assessments; and has coordinated the implementation of consistent curriculum across grade levels using curriculum maps. Now, there is a reliable system for collecting both short term and longitudinal data to inform instruction, implement intervention and evaluate program effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because of the unplanned change in administration mid-year, Tier 2 Intervention was implemented later than originally anticipated. Thus, expenditures for intervention were lower than budgeted. Staffing for intervention services was initially modified to include a full time certificated position rather than the instruction assistant and counselor positions.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A comparison of CAASPP data from 2016 with that of 2017 will be analyzed to assess the impacts of the current school year action plans on overall student achievement and on the progress of significant sub populations: socioeconomically disadvantaged, students with disabilities and Hispanic students.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Goal #2 - Student Engagement

Revise the Technology Plan to include: digital literacy skills for all grade levels in preparation for SBAC/CAASPP assessments, 21st century digital skills; and increase bandwidth schoolwide to maximize the use of technology for all students.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Staff surveys reflect increased comfort level and use of technology in the classroom.

#### ACTUAL

The faculty adopted a Digital Literacy Scope and Sequence that provides guidelines for skill mastery for students at each grade level. Feedback was collected with regard to faculty comfort levels with implementing the technology skills they will instruct students on next year. Teachers will be surveyed more specifically next year to determine their capabilities and training needs after the first year of implementation.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Actions/Services

**PLANNED**  
 Revise technology plan  
  
 By October 2016 Administration, Technology Committee, On-site Tech Support will revisit and revise the Technology Plan to more accurately reflect the goals outlined above.

**ACTUAL**  
 The faculty adopted a scope and sequence for digital literacy that delineates skills to be introduced and mastered at each grade level. In addition, faculty is adopting rubrics to be used for measuring the acquisition of 21st century skills. The rubrics are being included in the Bridges common assessment calendar for 2017-18.

<p>Expenditures</p>	<p><b>BUDGETED</b> Technology Planning Stipends (3 Teachers x \$250 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. \$865</p>	<p>BRIDGES is expected to spend \$0 to revise technology plan.. This amount is \$865 less than the original LCAP budget.</p> <p><b>ESTIMATED ACTUAL</b> Technology Planning Stipends (3 Teachers x \$250 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. \$0</p>
<p>Action <b>2</b></p>	<p><b>PLANNED</b> Annually, Administration, Technology Committee, Staff, will conduct a Staff Technology Survey to understand user levels of understanding and use of technology resources.</p> <p><b>BUDGETED</b> This action item will not generate additional monetary costs. \$0</p>	<p><b>ACTUAL</b> Feedback was collected with regard to faculty comfort levels with implementing the technology skills they will instruct students on next year. Teachers will be surveyed more specifically next year to determine their capabilities and training needs after the first year of implementation.</p> <p><b>ESTIMATED ACTUAL</b> This action item will not generate additional monetary costs. \$0</p>
<p>Action <b>3</b></p>	<p><b>PLANNED</b> Annually, if not more often, Administration, Technology Committee, Staff, Students, will conduct a Student Technology Survey, to identify student levels of understanding and usage of technology resources.</p> <p><b>BUDGETED</b> This action item will not generate additional monetary costs. \$0</p>	<p><b>ACTUAL</b> A technology survey was implemented with students in grades 4-8 to assess their understanding and usage of technology resources.</p> <p><b>ESTIMATED ACTUAL</b> This action item will not generate additional monetary costs. \$0</p>
<p>Action <b>4</b></p> <p>Actions/Services</p>	<p><b>PLANNED</b> Upgrade of Technology Infrastructure</p> <p>Administration and on-site Technology Support will collaborate to increase the network bandwidth to ensure that the school is maximizing resources.</p>	<p><b>ACTUAL</b> Technology bandwidth is operating at a level that is adequate to meet schools needs after a series of modifications were made to eliminate non-instructional uses of the Bridges' internet during the school day. Procedures modification rather than expenditures were successful in reaching the desired bandwidth outcome.</p> <p>BRIDGES is expected to spend \$0 on administration and on-site technology support to increase network bandwidth to ensure that school is maximizing resources.. This amount is \$5,000 less than the original LCAP budget.</p>

Expenditures	<p><b>BUDGETED</b>                  Network Server - Supply costs will be financed with State unrestricted dollars.                   \$5,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Network Server - Supply costs will be financed with State unrestricted dollars. \$0</p>
<p>Action <b>5</b>                   Actions/Services</p>	<p><b>PLANNED</b>                  Technology Staff Development                   Monthly in-house technology training offerings by Technology Committee Representatives, and On-site Tech Support.</p>	<p><b>ACTUAL</b>                  Technology training and support was provided to teachers by the technology support staff and advanced technology students on an as requested basis.                   BRIDGES is expected to spend \$1,945 on technology staff development. This amount is \$55 less than the original LCAP budget.</p>
Expenditures	<p><b>BUDGETED</b>                  Staff Development - Service costs will be financed with State unrestricted dollars. \$2,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Staff Development - Service costs will be financed with State unrestricted dollars. \$1,945</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Digital Literacy skills have been identified for student mastery at each grade level and assessments are being adopted to address the measurement of 21st century skills. Internet bandwidth issues have been addressed and plans are in place to purchase needed software and hardware to implement the Digital Literacy curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The action plans this year have prepared Bridges to fully launch instruction in identified digital literacy skills for all grade levels in preparation for SBAC/CAASPP assessments, and to assess 21st century digital skill. Bandwidth is sufficient to maximize the use of technology for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for bandwidth expansion were unnecessary. Training for technology and digital literacy curriculum development was addressed with internal resources and did not require release time expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No substantive changes were made to this goal.

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Goal #3 - Parent Participation

Articulate and complete specific governance training for the Governing Board and Site Leadership. Develop an organizational chart that clearly defines chain of command and the roles/responsibilities of all stakeholders. Address clear rules for communication, and conflict resolution.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Governance training for both board and staff will align communication and articulate roles and responsibilities.

Staff and stakeholder surveys should document reduced occurrences of violations and an improvement in chain of command and understanding of roles/responsibilities of all stakeholders.

#### ACTUAL

Governance training was provided for the board through a variety of sources over the course of the school year. Through regular faculty discussions at meetings, the teachers and staff were provided with timely information about decision making processes for the school and their roles and opportunities for involvement. Parent communication was provided through weekly electronic "Director's Notes" along with Coffee Chats with board/administration representatives and presentations at PAC meetings. One theme this year with all stakeholder communication was chain of command and clarification of roles and responsibilities.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

**PLANNED**

3.1 By September 2016, all staff and board will have begun ongoing training on Board governance. Semi- annually, over the next five years, board and site leadership will continue training to ensure that the organizational chart and chain of command are being followed.

**ACTUAL**

Bridges board members participated in governance training in their annual retreat and with consultants from Board on Track and Charter Safe. Governance matters were regularly discussed with faculty during their meetings as issues arose. An organization chart is under development.

Expenditures		BRIDGES is expected to spend \$14,395 for all staff and board members to receive ongoing board governance training. This amount is \$9,395 more than the original LCAP budget.
	<p><b>BUDGETED</b> Board Staff Development including annual retreat - Service costs will be financed with State unrestricted dollars. \$5,000</p>	<p><b>ESTIMATED ACTUAL</b> Board Staff Development including annual retreat - Service costs will be financed with State unrestricted dollars. \$14,395</p>

Action **2**

Expenditures	<p><b>PLANNED</b> 3.2 Annual governance training for parents to articulate roles and responsibilities.</p>	<p><b>ACTUAL</b> Weekly Director's Notes and numerous Coffee Chats with the board president provided communication to parents about governance structures and opportunities for discussion and input. As part of the selection process for the new director, focus groups were held with parents and a parent panel conducted interviews. This assisted parents to better understand the roles and responsibilities of the director and the board. 76% of parents responded on the annual survey that they agreed strongly agreed that they felt that administration/board were approachable and heard their concerns.</p> <p>BRIDGES is expected to spend \$0 for annual board governance training for parents. This amount is \$1,000 less than the original LCAP budget.</p>
	<p><b>BUDGETED</b> Annual board governance training for parents - Service costs will be financed with State unrestricted dollars. \$1,000</p>	<p><b>ESTIMATED ACTUAL</b> This action item will not generate additional costs to school. \$0</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> 3.3 Implementation of staff and stakeholder surveys to ensure that all stakeholders understand roles and responsibilities and governance matrix.</p>	<p><b>ACTUAL</b> Parent surveys include questions related to their understanding of governance, the quality of school wide communication, and their access to administration to address issues. Discussions with faculty indicate that they better understand the school wide decision making process particularly with regard to administrative/faculty decisions,</p>
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		<p>school budget development and LCAP development and participation of stakeholders.</p> <p>Costs for this action item are included in Goal 3.1 above.</p>
Expenditures	<p><b>BUDGETED</b>                  Board governance training for BRIDGES staff - Service costs will be financed with State unrestricted dollars. \$3,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Board governance training for BRIDGES staff - Cost are included in Goal 3.1 above. \$0</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The action plans for this goal were sufficiently implemented to achieve the objective. Governance training was provided for the board through a variety of sources over the course of the school year. Through regular faculty discussions at meetings, the teachers and staff were provided with timely information about decision making processes for the school and their roles and opportunities for involvement. Parent communication was provided through weekly electronic "Director's Notes" along with Coffee Chats with board/administration representatives and presentations at PAC meetings. A consistent theme this year with all stakeholder communication was chain of command and clarification of roles and responsibilities.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Bridges implemented governance training for the Governing Board and site leadership and provided communication to stakeholders that defines roles/responsibilities of the board, administration and other staff. Ample opportunities were provided for stakeholder communication and participation in school decision making activities. Survey responses suggest that parents were satisfied with opportunities to participate in school</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Training costs were less than anticipated due to a delay in the start date. Board governance training was funded with unrestricted state dollars.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>An organization chart is being developed based on revised roles and responsibilities of the new Director and the Assistant Director.</p>

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In January of 2017, Ellen Smith Interim Director and Cindy McCarthy, Assistant Director, met with County LCAP Coordinator, Lisa Brown to understand the LCAP process. to review changes in the LCAP template and to learn how to complete the Annual Update for 2016-17. In February, 2017, the two attended a Ventura County Office of Education workshop on the new LCAP template and the timeline and elements of the state Dashboard accountability system.

On March 31, 2017, a workshop was held with the full faculty and the Board President in which student achievement data, parent satisfaction survey results and other data was reviewed. Feedback was collected as to the status of implementation of 2016-17 action plans in preparation for the Annual LCAP Update. In small groups, the participants compared goals from the 2016-17 LCAP with proposed goals for 2017-18 to ensure that they are consistent with current priorities and included measurable objectives. The groups reviewed the budget to ensure that training and expenditures are logically connected to the goals/objectives and actions in the updated LCAP.

On April 3, 2017, an overview of the LCAP participation process was presented to the Bridges Board of Directors along with the first draft of proposed goals for 2017-18. On May 8, 2017, a board study session was held so that board members had the opportunity to fully discuss and give input into the draft LCAP goals, measurable objectives, action plans and related budget items. Input was incorporated into the LCAP draft.

On May 24 and May 26, 2017, Ellen Smith met with parents to share the proposed goals, action plans and budget. Input was incorporated into the LCAP draft. All interested parents were invited to attend through multiple advertisements in Director's Notes.

On May 26, 2017, the faculty reviewed all of the board and parent suggestions that had been incorporated into the LCAP draft since their study session in March. The faculty reviewed year-end data on Bridges common assessments to measure progress for the year. They updated their assessment calendar and professional development plan for 2017-18 based on LCAP action plans.

On June 12, 2017, the board took final action to adopt the LCAP for 2017-18.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The impact of multiple consultations with faculty, staff, board and parents, using a summary narrative document with input highlighted after each session, is that there is a great degree of consensus on priorities and buy-in among participants that their consultation was heard and incorporated into the plan. The board will use the LCAP goals and action plans as a main element for the evaluation of the Director.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 1

Goal 1 - Improve student achievement for all BRIDGES students and sub groups.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

[Identified Need](#)

Summary of achievement on CAASPP:  
 Sub groups: Socioeconomically Disadvantaged (SED), Students with Disabilities, Hispanic

The % who Meet and Exceed Standards grades 3 - 8 is shown below for 2016. 2017 data is not yet available.

% Meet & Exceed 2016 CAASPP Standards:

ELA All Students 66%.  
 ELA SED 55%  
 ELA Disabilities 24%  
 ELA Hispanic 43%

Math All students 58%.  
 Math SED 49%  
 Math Disabilities 28%  
 Math Hispanic 45%

There is a need to improve achievement for all students as well and to close the achievement gap between sub groups and their peers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>There is a need to improve achievement for all students and to close the achievement gap between sub groups and their peers.</p>	<p><b>% Meet &amp; Exceed 2016 CAASPP Standards:</b></p> <p>ELA All Students 66%.          ELA SED 55%          ELA Disabilities 24%          ELA Hispanic 43%</p> <p>Math All students 58%.          Math SED 49%          Math Disabilities 28%          Math Hispanic 45%</p> <p>CELDT 42% of students advanced one level from 2016 to 2017.</p>	<p><b>Measurable Outcomes</b></p> <p><b>A. Increase achievement in English Language Arts and Math for all students.</b>          The percent of all students and the percent of each significant student group - Socioeconomically Disadvantaged (SED), Students with Disabilities, Hispanic – who Meet and Exceed Standards will increase on CAASPP by 2% over the prior year grades 3 - 8.</p> <p><b>B. As measured by Bridges Common Assessments in Reading and Writing, by June 2018, at least 79% of all K-8 students not receiving Special Education academic services will be at or above grade level. In Math, at least 69% of students not receiving Special Education academic services will be at grade level by June 2018.</b></p> <p><b>C. As measured on DIBELS, student who attend school level intervention program for ELA or Math will show improvement of 20% between pre and post test.</b></p> <p><b>D. The percentage of English Learners that advance at least one performance level annually on CELDT or ELPAC will increase by 2% over the prior year.</b></p>	<p><b>Measurable Outcomes</b></p> <p><b>A. Increase achievement in English Language Arts and Math for all students.</b>          The percent of all students and the percent of each significant student group - Socioeconomically Disadvantaged (SED), Students with Disabilities, Hispanic – who Meet and Exceed Standards will increase on CAASPP by 2% over the prior year grades 3 - 8.</p> <p><b>B. As measured by Bridges Common Assessments in Reading and Writing, by June 2019, at least 82% of all K-8 students not receiving Special Education academic services will be at or above grade level. In Math, at least 71% of students not receiving Special Education academic services will be at grade level by June 2019.</b></p> <p><b>C. As measured on DIBELS, student who attend school level intervention program for ELA or Math will show improvement of 20% between pre and post test.</b></p> <p><b>D. The percentage of English Learners that advance at least one performance level annually on CELDT or ELPAC will increase by 2% over the prior year.</b></p>	<p><b>Measurable Outcomes</b></p> <p><b>A. Increase achievement in English Language Arts and Math for all students.</b>          The percent of all students and the percent of each significant student group - Socioeconomically Disadvantaged (SED), Students with Disabilities, Hispanic – who Meet and Exceed Standards will increase on CAASPP by 2% over the prior year grades 3 - 8.</p> <p><b>B. As measured by Bridges Common Assessments in Reading and Writing, by June 2020, at least 84% of all K-8 students not receiving Special Education academic services will be at or above grade level. In Math, at least 73% of students not receiving Special Education academic services will be at grade level by June 2020.</b></p> <p><b>C. As measured on DIBELS, student who attend school level intervention program for ELA or Math will show improvement of 20% between pre and post test.</b></p> <p><b>D. The percentage of English Learners that advance at least one performance level annually on CELDT or ELPAC will increase by 2% over the prior year.</b></p>
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**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities</p>	<p><input type="checkbox"/> [Specific Student Group(s)]</p>
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Location(s)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.1 Administer Bridges Common Assessments (Reading, Writing, Math) and CAASPP interim assessments according to BRIDGES annual assessment calendar.

**2018-19**

New  Modified  Unchanged

1.1 Administer Bridges Common Assessments (Reading, Writing, Math) and CAASPP interim assessments according to BRIDGES annual assessment calendar.

**2019-20**

New  Modified  Unchanged

1.1 Administer Bridges Common Assessments (Reading, Writing, Math) and CAASPP interim assessments according to BRIDGES annual assessment calendar.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$0

Budget Reference This action item will not generated additional costs to school.

**2018-19**

Amount \$0

Budget Reference This action item will not generated additional costs to school.

**2019-20**

Amount \$0

Budget Reference This action item will not generated additional costs to school.

Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.2 Collect student performance on Common Assessments by reporting periods and CAASPP interim assessments throughout the year; analyze data using a PLC model; and track student progress with "data walls". Disaggregate data and analyze progress of at risk sub groups (SED, Disabilities, Hispanic, EL) and track the progress of students achieving above grade level in order to provide differentiated instruction.

**2018-19**

New  Modified  Unchanged

1.2 Collect student performance on Common Assessments by reporting periods and CAASPP interim assessments throughout the year; analyze data using a PLC model; and track student progress with "data walls". Disaggregate data and analyze progress of at risk sub groups (SED, Disabilities, Hispanic, EL) and track the progress of students achieving above grade level in order to provide differentiated instruction.

**2019-20**

New  Modified  Unchanged

1.2 Collect student performance on Common Assessments by reporting periods and CAASPP interim assessments throughout the year; analyze data using a PLC model; and track student progress with "data walls". Disaggregate data and analyze progress of at risk sub groups (SED, Disabilities, Hispanic, EL) and track the progress of students achieving above grade level in order to provide differentiated instruction.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$2,000

Budget Reference PLC model for collaboration and data analysis (staff development) - Service costs will be financed with State unrestricted dollars.

**2018-19**

Amount \$2,000

Budget Reference PLC model for collaboration and data analysis (staff development) - Service costs will be financed with State unrestricted dollars.

**2019-20**

Amount \$2,000

Budget Reference PLC model for collaboration and data analysis (staff development) - Service costs will be financed with State unrestricted dollars.

Action **3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.3 Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.

**2018-19**

New  Modified  Unchanged

1.3 Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.

**2019-20**

New  Modified  Unchanged

1.3 Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$4,113

Budget Reference Teacher release time - Certificated costs will be financed with State unrestricted dollars.

**2018-19**

Amount \$4,215

Budget Reference Teacher release time - Certificated costs will be financed with State unrestricted dollars.

**2019-20**

Amount \$4,280

Budget Reference Teacher release time - Certificated costs will be financed with State unrestricted dollars.

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.4 Implement new Reading Express, coordinated guided reading program, at grades K-2. This foundational program is research-based, standards-aligned, phonics-aligned and included accommodations, modifications extensions.

**2018-19**

New  Modified  Unchanged

1.4 Implement new Reading Express, coordinated guided reading program, at grades K-2.

**2019-20**

New  Modified  Unchanged

1.4 Implement new Reading Express, coordinated guided reading program, at grades K-2.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$0

Budget Reference Service costs for Reading express and guided reading are included in action item 1.2 (staff development).

**2018-19**

Amount \$0

Budget Reference Service costs for Reading express and guided reading are included in action item 1.2 (staff development).

**2019-20**

Amount \$0

Budget Reference Service costs for Reading express and guided reading are included in action item 1.2 (staff development).

Action **5**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.5 Provide in-classroom differentiation to address student needs, including English Learners.

**2018-19**

New  Modified  Unchanged

1.5 Provide in-classroom differentiation to address student needs.

**2019-20**

New  Modified  Unchanged

1.5 Provide in-classroom differentiation to address student needs.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$1,000

Budget Reference Service costs for instructional differentiation including ELs are included in action item 1.2 (staff development). English language materials will be financed with unrestricted dollars.

**2018-19**

Amount \$1,000

Budget Reference Service costs for instructional differentiation including ELs are included in action item 1.2 (staff development). English language materials will be financed with unrestricted dollars.

**2019-20**

Amount \$1,000

Budget Reference Service costs for instructional differentiation including ELs are included in action item 1.2 (staff development). English language materials will be financed with unrestricted dollars.

**Action 6**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.6 Provide school level intervention services for math, ELA and ELD; determine criteria for entry/exit from school level interventions.

**2018-19**

New  Modified  Unchanged

1.6 Provide school level intervention services for math, ELA and ELD; determine criteria for entry/exit from school level interventions.

**2019-20**

New  Modified  Unchanged

1.6 Provide school level intervention services for math, ELA and ELD; determine criteria for entry/exit from school level interventions.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$31,971

Budget Reference Intervention Teacher .40 FTE - Certificated salaries will be financed with State unrestricted dollars.

**2018-19**

Amount \$34,119

Budget Reference Intervention Teacher .40 FTE - Certificated salaries will be financed with State unrestricted dollars.

**2019-20**

Amount \$34,644

Budget Reference Intervention Teacher .40 FTE - Certificated salaries will be financed with State unrestricted dollars.

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.7 Coordinate and provide supplemental intervention services: Social Emotional Services Specialist, academic and EL intervention teacher(s), counseling and social skills services, occupational therapy, speech and language and resource specialist. Recruit qualified volunteers to implement targeted intervention support services.

**2018-19**

New  Modified  Unchanged

1.7 Coordinate and provide supplemental intervention services: Social Emotional Services Specialist, academic and EL intervention teacher(s), counseling and social skills services, occupational therapy, speech and language and resource specialist. Recruit qualified volunteers to implement targeted intervention support services.

**2019-20**

New  Modified  Unchanged

1.7 Coordinate and provide supplemental intervention services: Social Emotional Services Specialist, academic and EL intervention teacher(s), counseling and social skills services, occupational therapy, speech and language and resource specialist. Recruit qualified volunteers to implement targeted intervention support services.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$30,000

Budget Reference Counseling Services - Service costs will be financed with State unrestricted dollars.

**2018-19**

Amount \$30,000

Budget Reference Counseling Services - Service costs will be financed with State unrestricted dollars.

**2019-20**

Amount \$30,000

Budget Reference Counseling Services - Service costs will be financed with State unrestricted dollars.

**Action 8**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.8 Professional development logs will be maintained to include formal training, informal faculty meeting in service, independent professional development (on-line research) and focused collaboration time with colleagues – both scheduled and unscheduled, with a goal of 40 hours per teacher per year.

**2018-19**

New  Modified  Unchanged

1.8 Professional development logs will be maintained to include formal training, informal faculty meeting in service, independent professional development (on-line research) and focused collaboration time with colleagues – both scheduled and unscheduled, with a goal of 40 hours per teacher per year.

**2019-20**

New  Modified  Unchanged

1.8 Professional development logs will be maintained to include formal training, informal faculty meeting in service, independent professional development (on-line research) and focused collaboration time with colleagues – both scheduled and unscheduled, with a goal of 40 hours per teacher per year.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Budget Reference

**2018-19**

Amount

Budget Reference

**2019-20**

Amount

Budget Reference

Action **9**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.9 Two additional instructional days for students

**2018-19**

New  Modified  Unchanged

1.9 Two additional instructional days for students

**2019-20**

New  Modified  Unchanged

1.9 Two additional instructional days for students

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$13,289

Budget Reference  
Certificated costs will be financed with State unrestricted dollars.

**2018-19**

Amount \$13,923

Budget Reference  
Certificated costs will be financed with State unrestricted dollars.

**2019-20**

Amount \$14,559

Budget Reference  
Certificated costs will be financed with State unrestricted dollars.

Action **10**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.10 Provide frequent student progress information to parents using electronic data systems and other communication methods. Develop guidelines for consistency among staff.

**2018-19**

New  Modified  Unchanged

1.10 Provide frequent student progress information to parents using electronic data systems and other communication methods. Develop guidelines for consistency among staff.

**2019-20**

New  Modified  Unchanged

1.10 Provide frequent student progress information to parents using electronic data systems and other communication methods. Develop guidelines for consistency among staff.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$0

Budget Reference This action item does not generate additional costs to school.

**2018-19**

Amount \$0

Budget Reference This action item does not generate additional costs to school.

**2019-20**

Amount \$0

Budget Reference This action item does not generate additional costs to school.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

## Goal 2

Goal 2 - Train and support teachers to implement instruction aligned to California common core standards (CCCS), next generation science standards (NGSS), and 21st century learning/technology outcomes.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

In the spring of 2016, the WASC visiting team made the recommendation for the faculty to participate in intensive professional development related to California Common Core Standards, Next Generation Science Standards and 21st Century Skills/Digital Literacy.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics:  Individual teacher professional development logs.  Group professional development logs.  Annual teacher survey with items about professional development.	Spring 2016, the WASC Visiting Team recommended that each teacher receive 40 hours annually of professional development related to Common Core Standards, Next Generation Science Standards, student data analysis and rigor of instruction.	A. 100% of Bridges classroom teachers will receive professional development on California Common Core Standards, Next Generation Science Standards and related CAASPP assessment strategies, as evidenced by professional development logs and faculty meeting agendas  B. 90% of Bridges classroom teachers will indicate on a professional development survey that they have increased their knowledge of technology curriculum and outcomes for the students in their grade level.	A. 100% of Bridges classroom teachers will receive professional development on California Common Core Standards, Next Generation Science Standards and related CAASPP assessment strategies, as evidenced by professional development logs and faculty meeting agendas  B. 90% of Bridges classroom teachers will indicate on a professional development survey that they have increased their knowledge of technology curriculum and outcomes for the students in their grade level.	A. 100% of Bridges classroom teachers will receive professional development on California Common Core Standards, Next Generation Science Standards and related CAASPP assessment strategies, as evidenced by professional development logs and faculty meeting agendas  B. 90% of Bridges classroom teachers will indicate on a professional development survey that they have increased their knowledge of technology curriculum and outcomes for the students in their grade level.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2.1 Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.

**2018-19**

New  Modified  Unchanged

2.1 Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.

**2019-20**

New  Modified  Unchanged

2.1 Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.

BUDGETED EXPENDITURES

**2017-18**

Amount \$1,500

Budget Reference Service costs for CCSS, NGSS curriculum maps and strategies will be financed with State unrestricted dollars.

**2018-19**

Amount \$1,500

Budget Reference Service costs for CCSS, NGSS curriculum maps and strategies will be financed with State unrestricted dollars.

**2019-20**

Amount \$1,500

Budget Reference Service costs for CCSS, NGSS curriculum maps and strategies will be financed with State unrestricted dollars.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2.2 Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.

**2018-19**

New  Modified  Unchanged

2.2 Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.

**2019-20**

New  Modified  Unchanged

2.2 Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.

BUDGETED EXPENDITURES

**2017-18**

Amount \$0

Budget Reference Service costs for trainer is included in action item 2.1 (staff development).

**2018-19**

Amount \$0

Budget Reference Service costs for trainer is included in action item 2.1 (staff development).

**2019-20**

Amount \$0

Budget Reference Service costs for trainer is included in action item 2.1 (staff development).

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

2.3 Implement project-based learning and school-wide rubrics to assess student projects/presentations and 21st century skills.

**2018-19**

New  Modified  Unchanged

2.3 Implement project-based learning and school-wide rubrics to assess student projects/presentations and 21st century skills.

**2019-20**

New  Modified  Unchanged

2.3 Implement project-based learning and school-wide rubrics to assess student projects/presentations and 21st century skills.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$0

Budget Reference Service costs for trainer is included in action item 2.1 (staff development).

**2018-19**

Amount \$0

Budget Reference Service costs for trainer is included in action item 2.1 (staff development).

**2019-20**

Amount \$0

Budget Reference Service costs for trainer is included in action item 2.1 (staff development).

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

2.4 Select and pilot standards-aligned science curriculum,develop benchmark assessments and implement inquiry-based learning strategies.

**2018-19**

New  Modified  Unchanged

2.4 Select and pilot standards-aligned science curriculum,develop benchmark assessments and implement inquiry-based learning strategies.

**2019-20**

New  Modified  Unchanged

2.4 Select and pilot standards-aligned science curriculum,develop benchmark assessments and implement inquiry-based learning strategies.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$5,300

Budget Reference Computers for Grades 1 & 2 (24 Chromebooks) - Supply costs will be financed with State unrestricted dollars.

Amount \$200

Budget Reference Keyboarding software for Grade 3. Supply costs will be financed with State unrestricted dollars.

Amount \$7,000

Budget Reference

**2018-19**

Amount \$5,300

Budget Reference Computers for Grades 1 & 2 (24 Chromebooks) - Supply costs will be financed with State unrestricted dollars.

Amount \$200

Budget Reference Keyboarding software for Grade 3. Supply costs will be financed with State unrestricted dollars.

Amount \$7,000

Budget Reference

**2019-20**

Amount 5,300

Budget Reference Computers for Grades 1 & 2 (24 Chromebooks) - Supply costs will be financed with State unrestricted dollars.

Amount \$200

Budget Reference Keyboarding software for Grade 3. Supply costs will be financed with State unrestricted dollars.

Amount \$7,000

Budget Reference

STEMscopes and curriculum materials.  
Supply cost will be finance with State  
unrestricted dollars.

STEMscopes and curriculum materials.  
Supply cost will be finance with State  
unrestricted dollars.

STEMscopes and curriculum materials.  
Supply cost will be finance with State  
unrestricted dollars.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 3

Goal 3: Provide an effective environment for learning based on whole child tenets (healthy, safe, engaged, supported, challenged) and the BRIDGES charter "expected schoolwide learning results" (academic standards mastery, oral/written expression, critical thinking/reasoning, creativity, personal responsibility, social-emotional growth).

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Charter

Identified Need

Attendance rates for grades K-5 and 6-8 are 94.43% and 94.63% respectively. More than 50 of 357 students have missed more than 10% of the school days. There is a need to improve attendance to improve learning.

Bridges' charter calls for a focus on the Whole Child. Parent surveys are reviewed annually to determine areas of strength/growth as perceived by Bridges' families. Areas needing attention include: parent education, training on Whole Child methods, and social-emotional curriculum implementation.

Bridges' charter calls for parent participation in leadership activities, classroom and school wide volunteering.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics Data on student participation with goal setting. Annual attendance records Suspension/expulsion records Annual parent survey Volunteer attendance records Parent sign in sheets	No consistent data has been collected on student participation in setting their own learning and personal growth goals.  2016 ADA: 94.43 K-5 94.63 at grades 6-8  Suspension rate for 2016-17: 1%  2016 Parent satisfaction survey 2016 Results ( N = 68) Respondents "agree" and	A. 85% of students (grades K- 8) will set and evaluate their own learning and personal growth goals each reporting period.  B. Increase student attendance. ADA of Bridges' classroom-based programs will increase by .5% over prior year from 94.43 to 94.93% at k-5 and from 94.63 to 95.13% at grades 6-8 .	A. 87% of students (grades K- 8) will set and evaluate their own learning and personal growth goals each reporting period.  B. Increase student attendance. ADA of Bridges' classroom-based programs will increase by .5% over prior year.  C. Suspension/expulsion rates will be less than 3% of enrollment annually.	A. 89% of students (grades K- 8) will set and evaluate their own learning and personal growth goals each reporting period.  B. Increase student attendance. ADA of Bridges' classroom-based programs will increase by .5% over prior year.  C. Suspension/expulsion rates will be less than 3% of enrollment annually.

“strongly agree” that Bridges is effective in the following areas :  
 83% - student instruction, engagement, support and challenge with their learning (Q 5,6,7, 8,9,13)  
 81% - social-emotional learning and conflict resolution skill development, (Q,10,11)  
 68% - healthy and safe school climate, (Q 12,19,20,21,23,24,25, 27,28, 32)  
 74% - parent involvement in meaningful ways (Q 3,4,14,15, 18, 22)  
 70% - communication, organization and administration (Q 1,2,16,17,,29, 30,31)

2016 Volunteer data: 126 volunteers provided 19,091 hours

2017 Parent Satisfaction Survey N=113  
 Respondents “agree” and “strongly agree” that Bridges is effective in the following areas :  
 80% - student instruction, engagement, support and challenge with their learning (Q 6,7, 8,9, 10,13,14)  
 64% - social-emotional learning and conflict resolution skill development, (Q,11,12,22 ,24, 34)  
 69.5% - healthy and safe school climate, (Q,20,21,25, 27, 26, 27)  
 83.9% - parent involvement in meaningful ways (Q 4, 5,15,16, 19, 23)  
 74.2% - communication, organization and administration (Q 2, 3,17, 18, 29, 30,31,32,33,34)

C. Suspension/expulsion rates will be less than 3% of enrollment annually.

D. Parent satisfaction survey will indicate that at least 68% of respondents “agree” and “strongly agree” that Bridges is effective in the following areas:  
 A. 85% of students (grades K- 8) will set and evaluate their own learning and personal growth goals each reporting period.

B. Increase student attendance. ADA of Bridges’ classroom-based programs will increase by .5% over prior year from 94.43 to 94.93% at k-5 and from 94.63 to 95.13% at grades 6-8 .

C. Suspension/expulsion rates will be less than 3% of enrollment annually.

D. Parent satisfaction survey will indicate that at least 68% of respondents “agree” and “strongly agree” that Bridges is effective in the following areas:

- student instruction, engagement, support and challenge with their learning (Q 5,6,7, 8,9,13)
- social-emotional learning and conflict resolution skill development, (Q,10,11)
- healthy and safe school climate, (Q 12,19,20,21,23,24,25, 27,28, 32)
- parent involvement in meaningful ways (Q 3,4,14,15, 18, 22)
- communication, organization and administration (Q 1,2,16,17,,29, 30,31)

D. Parent satisfaction survey will indicate that at least 68% of respondents “agree” and “strongly agree” that Bridges is effective in the following areas:

- student instruction, engagement, support and challenge with their learning (Q 5,6,7, 8,9,13)
- social-emotional learning and conflict resolution skill development, (Q,10,11)
- healthy and safe school climate, (Q 12,19,20,21,23,24,25, 27,28, 32)
- parent involvement in meaningful ways (Q 3,4,14,15, 18, 22)
- communication, organization and administration (Q 1,2,16,17,,29, 30,31)

E. At least 50% of Bridges families will be involved in classroom volunteering as measured by volunteer sign-in records.

F. At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC, PMCs, Board or other committee participation, as evidenced by sign-in/attendance records.

D. Parent satisfaction survey will indicate that at least 68% of respondents “agree” and “strongly agree” that Bridges is effective in the following areas:

- student instruction, engagement, support and challenge with their learning (Q 5,6,7, 8,9,13)
- social-emotional learning and conflict resolution skill development, (Q,10,11)
- healthy and safe school climate, (Q 12,19,20,21,23,24,25, 27,28, 32)
- parent involvement in meaningful ways (Q 3,4,14,15, 18, 22)
- communication, organization and administration (Q 1,2,16,17,,29, 30,31)

E. At least 50% of Bridges families will be involved in classroom volunteering as measured by volunteer sign-in records.

F. At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC, PMCs, Board or other committee participation, as evidenced by sign-in/attendance records.

E. At least 50% of Bridges families will be involved in classroom volunteering as measured by volunteer sign-in records.

F. At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC, PMCs, Board or other committee participation, as evidenced by sign-in/attendance records.

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

3.1 Provide parent education regarding: Importance of attendance on learning and funding, BRIDGES governance structure and organization chart to help direct inquiries and concerns, 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, new curriculums: Reading Express, science pilot, digital literacy scope and sequence and 21st century skills, coordinated social-emotional learning program, and student behavior expectations and the school wide discipline plan.

3.1 Provide parent education regarding: Importance of attendance on learning and funding, BRIDGES governance structure and organization chart to help direct inquiries and concerns, 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, new curriculums: Reading Express, science pilot, digital literacy scope and sequence and 21st century skills, coordinated social-emotional learning program, and student behavior expectations and the school wide discipline plan.

3.1 Provide parent education regarding: Importance of attendance on learning and funding, BRIDGES governance structure and organization chart to help direct inquiries and concerns, 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, new curriculums: Reading Express, science pilot, digital literacy scope and sequence and 21st century skills, coordinated social-emotional learning program, and student behavior expectations and the school wide discipline plan.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Budget Reference

**2018-19**

Amount

Budget Reference

**2019-20**

Amount

Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

3.2 Train and review with teachers during preservice: Whole Child tenets, conflict resolution/circle, growth mindset and strategies for effectively utilizing parent volunteer resources.

**2018-19**

New  Modified  Unchanged

3.2 Train and review with teachers during preservice: Whole Child tenets, conflict resolution/circle, growth mindset and strategies for effectively utilizing parent volunteer resources.

**2019-20**

New  Modified  Unchanged

3.2 Train and review with teachers during preservice: Whole Child tenets, conflict resolution/circle, growth mindset and strategies for effectively utilizing parent volunteer resources.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$500

Budget Reference Whole Child, Conflict resolution/circle, volunteers (Staff Development). Service costs will be financed with State unrestricted dollars.

**2018-19**

Amount \$500

Budget Reference Whole Child, Conflict resolution/circle, volunteers (Staff Development). Service costs will be financed with State unrestricted dollars.

**2019-20**

Amount \$500

Budget Reference Whole Child, Conflict resolution/circle, volunteers (Staff Development). Service costs will be financed with State unrestricted dollars.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

3.3 Launch school-wide Attendance Improvement Initiative; educate the community about the impact of attendance on learning and funding; revise policies; coordinate and conduct attendance concern conference; form Student Attendance Review Team (SART) and process referrals to home districts. Develop appropriate means for recognizing and celebrating improvement.

**2018-19**

New  Modified  Unchanged

3.3 Launch school-wide Attendance Improvement Initiative; educate the community about the impact of attendance on learning and funding; revise policies; coordinate and conduct attendance concern conference; form Student Attendance Review Team (SART) and process referrals to home districts. Develop appropriate means for recognizing and celebrating improvement.

**2019-20**

New  Modified  Unchanged

3.3 Launch school-wide Attendance Improvement Initiative; educate the community about the impact of attendance on learning and funding; revise policies; coordinate and conduct attendance concern conference; form Student Attendance Review Team (SART) and process referrals to home districts. Develop appropriate means for recognizing and celebrating improvement.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$2,344

Budget Reference Attendance Initiative - policies, roles/strategies. Certificated costs will be financed with State unrestricted dollars.

**2018-19**

Amount \$2,402

Budget Reference Attendance Initiative - policies, roles/strategies. Certificated costs will be financed with State unrestricted dollars.

**2019-20**

Amount \$2,439

Budget Reference Attendance Initiative - policies, roles/strategies. Certificated costs will be financed with State unrestricted dollars.

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

3.4 Implement newly adopted social-emotional (SEL) learning curriculum and track student progress.

**2018-19**

New  Modified  Unchanged

3.4 Implement newly adopted social-emotional (SEL) learning curriculum and track student progress.

**2019-20**

New  Modified  Unchanged

3.4 Implement newly adopted social-emotional (SEL) learning curriculum and track student progress.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$0

Budget Reference Social Emotional growth curriculum training. Trainer costs included in action item 3.2.

Amount \$2,000

Budget Reference Social-emotional growth curriculum. Supply costs will be financed with State unrestricted dollars.

**2018-19**

Amount \$0

Budget Reference Social Emotional growth curriculum training. Trainer costs included in action item 3.2.

Amount \$2,000

Budget Reference Social-emotional growth curriculum. Supply costs will be financed with State unrestricted dollars.

**2019-20**

Amount \$0

Budget Reference Social Emotional growth curriculum training. Trainer costs included in action item 3.2.

Amount \$2,000

Budget Reference Social-emotional growth curriculum. Supply costs will be financed with State unrestricted dollars.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$65,169

Percentage to Increase or Improve Services: 2.22%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Based on current enrollment projections, BRIDGES Charter School will educate 416 students during 2017-18. Approximately, 15.38% of these students will be deemed unduplicated. Consequently, LCFF supplemental funds generated will be approximately \$65,169. BRIDGES will increase or improve services for unduplicated students by implementing the following services:

1. Intervention Teacher to help increase academic achievement for students
2. Counseling services to help support students
3. Two additional instructional days for students
4. English language materials designed for English Learners (ELs)
5. Staff development related to unduplicated students.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

#### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

Identify the 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 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?