# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUENTE Charter

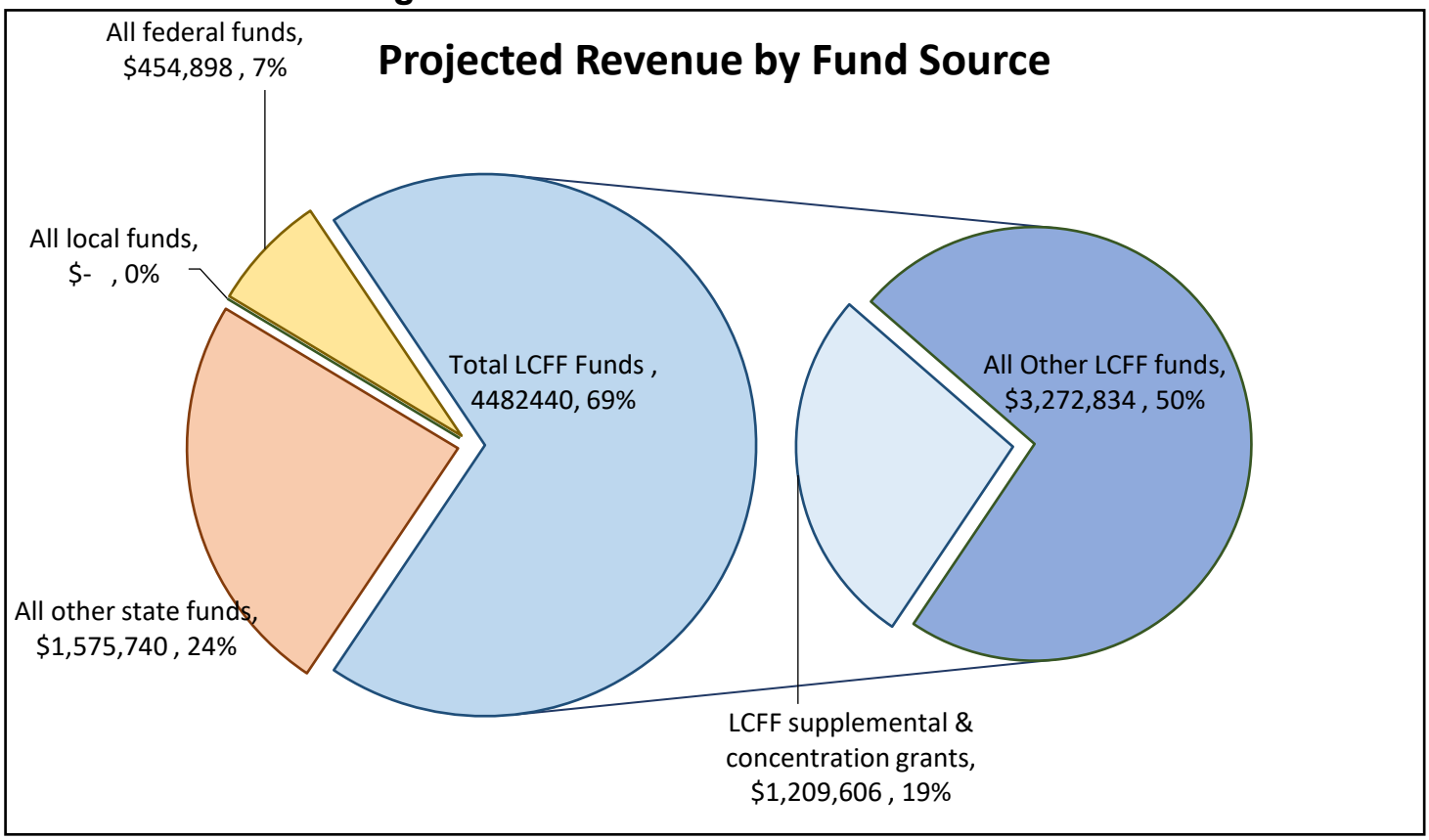
CDS Code: 19 64733 6120471

School Year: 2025-26

LEA contact information: Jerome Greening; 323.780.0076; jerome@puente.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2025-26 School Year

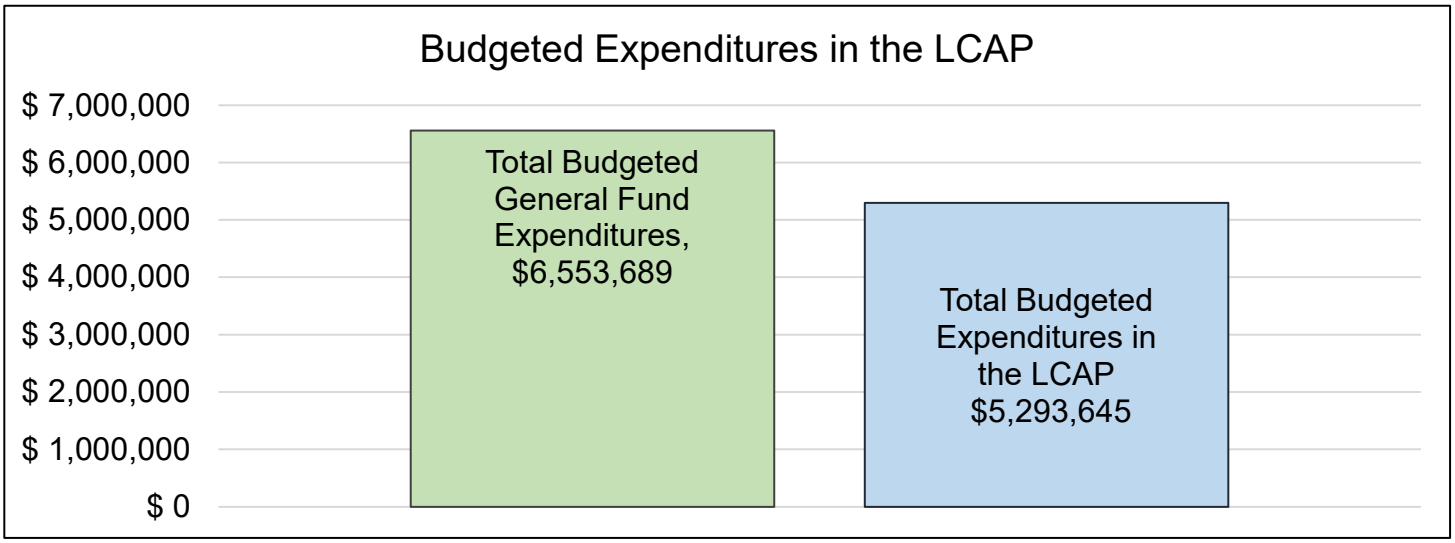



This chart shows the total general purpose revenue PUENTE Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for PUENTE Charter is $6,513,078.00, of which $4,482,440.00 is Local Control Funding Formula (LCFF), $1,575,740.00 is other state funds, $0.00 is local funds, and $454,898.00 is federal funds. Of the $4,482,440.00 in LCFF Funds, $1,209,606.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much PUENTE Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: PUENTE Charter plans to spend $6,553,689.00 for the 2025-26 school year. Of that amount, $5,293,645.00 is tied to actions/services in the LCAP and $1,260,044.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

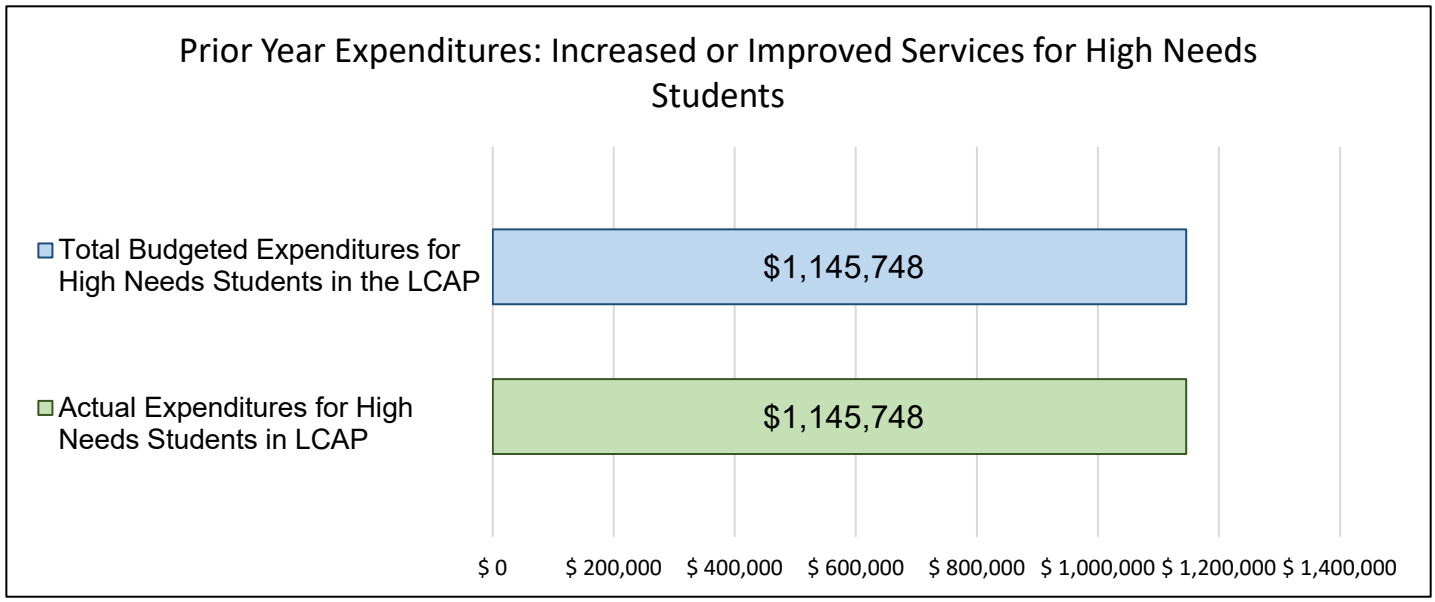
Staffing expenses related to finance and administration and some operational costs.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, PUENTE Charter is projecting it will receive $1,209,606.00 based on the enrollment of foster youth, English learner, and low-income students. PUENTE Charter must describe how it intends to increase or improve services for high needs students in the LCAP. PUENTE Charter plans to spend $1,209,606.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-25




This chart compares what PUENTE Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUENTE Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, PUENTE Charter's LCAP budgeted $1,145,748.00 for planned actions to increase or improve services for high needs students. PUENTE Charter actually spent $1,145,748.00 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Puente Charter School | Jerome Greening, CEO | jerome@puente.org<br>(323) 7880-0076 |

# Plan Summary 2025-26

## General Information

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

Puente Charter School is situated within the community of Boyle Heights and East Los Angeles, serving 300 students in grades TK-5. Our current student demographics reflect 96% Hispanic, 2% White, 1% African American, 1% Two or More Races, 11% Students with Disabilities (SWD), 22% English Learners (EL), and 84% Socioeconomically Disadvantaged (SED).

**Educational Approach**

Puente provides academically challenging curriculum that supports each child's intellectual, social, and emotional growth. We combine Common Core standards with project-based learning to foster creativity, digital literacy, and problem-solving skills, nurturing a lifelong love of learning.

**History and Development**

Founded in 2002 by dedicated educators and parents, Puente Charter Elementary was the first charter school in Boyle Heights. Building on the foundation of Puente Learning Center (established 1985), we've created meaningful partnerships with the community to connect families with educational resources.

Initially offering only kindergarten services from 2002-2017, we expanded to include grades 1-5 following a successful charter revision. This growth fulfills our commitment to provide high-quality education that addresses our community's needs, particularly for English Learners.

**Strategic Plan and LCAP Alignment**

Our 2024-2027 Strategic Plan, 2025-26 Local Control and Accountability Plan (LCAP), and CA Community Schools Partnership grant goals work together in a cohesive educational framework. This alignment ensures our long-term vision directly shapes our annual priorities and resource allocation.

Puente’s Strategic Plan's four pillars correspond with our three LCAP goals:

| Strategic Plan Pillars | LCAP Goals |
|---|---|
| Integrated Supports | Whole-Child Approaches |
| Family & Community Engagement | Family Partnerships |
| Extended Learning | Professional Development |
| Collaborative Leadership | |

Both frameworks incorporate Multi-Tiered System of Supports (MTSS) and the California Community Schools Framework, particularly important for our diverse student population.

**Academic Performance and Recognition**

Puente Charter School continues to meet the "high tier" performance criteria as measured by the 2023 and 2024 CA School Dashboards. Our charter was recently renewed by LAUSD earning a six-year term (2025-2031).

We received the SUMS MTSS grant to implement comprehensive staff training and the SWIFT Fidelity Integrity Assessment (FIA). This enables us to provide targeted interventions across three support levels, using data-driven decision-making to maximize student outcomes.

**Educational Frameworks**

Puente implements several integrated frameworks:

1. **Multi-Tiered System of Supports (MTSS)**: A comprehensive framework for data-based decision-making across all school levels. MTSS has a broader scope than Response to Intervention (RtI), focusing on aligning initiatives, supports, and resources to address the needs of all students, including gifted learners.
2. **Response to Intervention (RtI)**: Focuses on struggling students by coordinating resources from the school, and community to promote success before students fall behind.
3. **Positive Behavioral Interventions and Supports (PBIS)**: Addresses emotional and behavioral learning to increase engagement and decrease problematic behavior over time.
4. **California Community Schools Framework**: As recipients of the CA Community Schools Partnership Program (CCSPP) Implementation Grant, we implement four key pillars:

- Integrated Student Supports
- Family & Community Engagement
- Collaborative Leadership
- Extended Learning Opportunities

These frameworks align with our Expanded Learning Opportunities Program (ELOP) and Universal Transitional Kindergarten (UTK) program to create a supportive, inclusive environment with a whole-child approach.

**Compliance and Engagement**

Puente Charter School is not eligible for Equity Multiplier Funds and has expended its Learning Recovery Emergency Block Grant (LREBG). Puente Charter School, a Title I Charter School, has developed a one-year LCAP that aligns with California's MTSS Framework and serves as our School Plan for Student Achievement (SPSA). We meet all stakeholder engagement requirements outlined in California Education Code CA EC 52062(a), including:

- Consultation with SELPA (EC 52062(a)(5))
- Parent Advisory Committee engagement (EC 52062(a)(1))
- English Learner Parent Advisory Committee participation (EC 52062(a)(2))
- Written responses to committee comments

# Reflections: Annual Performance

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

The following table reflects PUENTE Charter School's performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

**Chronic Absenteeism:** On the 2023 CA Schools Dashboard, Puente received a RED Performance level for all students (34.1%), English Learners (41.1%), Socioeconomically Disadvantaged (35.9%), and Hispanic (33.1%) student groups. The leadership team conducted a needs assessment and root cause analysis to identify root causes of the escalating chronic absenteeism rates. We identified that chronic absenteeism is a case-by-case situation, and Puente is moving towards individualized attendance plans is our next step to improve overall daily attendance. Our goal is to provide targeted assistance and correct misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.

As a recipient of the CA Community Schools Partnership Program (CCSPP) Implementation Grant, a critical funding source that will support the expansion of our Community School using the CCSPP Framework program, Puente will implement strategies to ensure authentic family and community engagement, in alignment to the 4 Pillars of Community Schools.

## 2024 CA School Dashboard

The following table reflects PUENTE Charter School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

| Student Group | English Learner Progress | Chronic Absenteeism | Suspension Rate | Graduation Rate | English Language Arts | Mathematics |
|---|---|---|---|---|---|---|
| All Students | N/A | Orange | Blue | N/A | Green | Green |
| English Learners | Green | Orange | Blue | N/A | Orange | Orange |
| Foster Youth | N/A | -- | -- | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | Yellow | Blue | N/A | Yellow | Green |
| Students with Disabilities | N/A | Orange | Blue | N/A | -- | -- |
| African American | N/A | -- | -- | N/A | N/A | N/A |
| Asian | N/A | -- | -- | N/A | N/A | N/A |
| Hispanic | N/A | Orange | Blue | N/A | Green | Green |
| White | N/A | -- | -- | N/A | -- | -- |

## Chronic Absenteeism: Needs Assessment

**Chronic Absenteeism**: The 2024 California School Dashboard data show PUENTE Charter School has made significant progress in addressing chronic absenteeism, improving from a **RED to ORANGE performance level**. This improvement demonstrates the effectiveness of the school's comprehensive, multi-faceted approach to attendance.

Puente Charter School has identified chronic absenteeism as a priority area for improvement.

- **Greatest Needs & Root Causes:** Data reveals higher absence rates in TK-1 grades, with illness consistently being the primary reason for absences across all grade levels. Transportation challenges, medical appointments, and family circumstances (parent illness, bereavement) also contribute significantly. Survey data indicates some parents lack awareness about chronic absenteeism definitions, with varying expectations about acceptable attendance rates.

- **Areas of Strength**: The school has implemented creative engagement strategies to strengthen teacher-family connections, including personalized messages when students return and targeted outreach to absent students. A structured Student Attendance Review Team (SART) provides individualized support, working within their well-established MTSS framework. The school has also expanded PBIS with incentives and appealing extracurricular activities (Cooking, Spanish, Crafts, Sports, Dance, Music, Coding and Robotics).

- **Resource Inequities**: Transportation access remains uneven among families, creating barriers to consistent attendance. Healthcare timing and accessibility issues result in full-day absences for medical appointments. Family support systems vary significantly, with childcare limitations and scheduling inflexibility preventing both attendance and parental participation in school activities.

- **Action Plan**: Puente Charter should continue expanding their tiered response system, from preventative letters after 1-2 absences through Tier 3 SART meetings for persistent cases. Enhanced campus cleaning in TK-1 classrooms can address illness-related absences. The school should expand morning activities to support working parents, explore transportation assistance options, and strengthen parent education about chronic absenteeism impacts. Continued enhancement of attendance incentives and community-building events will leverage existing PBIS systems while addressing specific barriers causing absenteeism.

By strategically addressing these needs while building upon established strengths, Puente Charter School can effectively reduce chronic absenteeism rates and further improve student outcomes.

Key Effectiveness Elements:

1. The individualized attendance plan strategy, developed after thorough needs assessment and root cause analysis, effectively addressed the case-by-case nature of attendance challenges, particularly in TK-1 grades.

2. The proactive family engagement approach proved highly effective, with early identification of at-risk families, relationship-building initiatives, and the Family Attendance Survey establishing strong communication channels before attendance issues escalated.
3. The MTSS-based prevention framework effectively created a structured intervention system through early identification, personalized SART support, and ongoing data analysis that continuously refined intervention strategies.
4. Teacher-led communication strategies effectively reinforced the importance of attendance through positive messaging when students were absent and visual attendance tracking with incentives in classrooms.
5. The enhanced social-emotional supports (Second Step curriculum, Calm Classroom, restorative circles) effectively addressed underlying causes of absenteeism by creating a more supportive school environment where students felt connected.
6. The coordinated roles of the Counselor and Behavior Interventionist created an effective support system that addressed both social-emotional needs and behavioral challenges affecting attendance.

The improvement from RED to ORANGE performance level validates the effectiveness of this comprehensive approach, demonstrating meaningful progress toward the school's attendance goals while establishing sustainable systems for continued improvement.

**Academic Performance Improvement: ELA & Math Academic Indicators** (All students)

The 2024 California School Dashboard reveals remarkable effectiveness in PUENTE Charter's academic strategies, with exceptional performance in both English Language Arts and Mathematics that surpasses neighboring schools and state averages. This analysis examines the key factors contributing to this success.

**Multi-Tiered System of Supports (MTSS) Implementation:** PUENTE's comprehensive implementation of the MTSS framework has proven highly effective in driving academic gains. The strategic use of universal academic screeners (NWEA MAP, F&P) created an effective foundation by establishing baseline performance, identifying learning gaps, and setting measurable growth targets. This data-driven approach enabled precise intervention placement and continuous progress monitoring.

The tiered instructional model demonstrated exceptional effectiveness through clearly defined roles:

- Classroom teachers effectively delivered Tiers 1-2 support
- Intervention teachers provided targeted Tier 3 support in reading and math
- Paraprofessionals effectively supported small-group instruction

This structured approach created a comprehensive support system that addressed diverse learning needs at every level.

**Strategic Instructional Programming:** Several instructional strategies proved particularly effective:

1. The embedded intervention block maximized instructional time by providing support within the school day, eliminating scheduling barriers that might otherwise limit intervention effectiveness.
2. The strategic implementation of digital platforms (iXL Math, iXL ELA, Raz Kids, Epic) effectively reinforced skills and addressed learning gaps through personalized, adaptive instruction.

3. The expanded learning opportunities through Think Together (now serving 120 students across six cohorts) effectively extended learning time for nearly half the student population, with additional after-school tutoring options for Tier 3 students.

**Collaborative Implementation Model:** Puente's collaboration between teachers and paraprofessionals demonstrated exceptional effectiveness in improving student outcomes. The strategic instructional planning process, evidenced in lesson plans and classroom observations, created consistent implementation of accommodations and interventions.

This collaborative approach is further validated by measurable improvements across multiple assessments, including substantial CAASPP gains in both ELA and Mathematics, and the remarkable 13.3 percentage point increase in California Science test results (from 20.9% to 34.2% meeting/exceeding standards). The overall effectiveness of PUENTE's academic improvement strategies is confirmed by the school's performance surpassing both neighboring schools and state averages, establishing the school as a model for effective academic intervention and support.

**ELA & Math Academic Indicator: English Learners**

**Current Status and Progress:** PUENTE Charter has shown strong performance in supporting English Learners (ELs), outperforming both neighboring schools and state averages according to the 2024 California School Dashboard results. The school has made a notable achievement in increasing reclassification rates from 21.2% in 2022-23 to 28.7% in 2023-24, indicating successful basic language acquisition for many students.

However, the data reveals important areas for growth. English Learners showed minimal improvement in ELA, with Distance from Standard (DFS) improving only 1 point (-35.2 to -34.2). Math performance for ELs declined, with DFS worsening from -35.7 to -37.2 (a 1.5-point decline). English learners remained at the Orange performance level on the 2024 CA School Dashboard. The percentage of EL students advancing at least one level on the English Language Proficiency Indicator (ELPI) decreased from 75.6% in 2023 to 70.4% in 2024, though this remains a strong indicator of growth.

**Current Services for English Learners**: PUENTE currently implements several supports for ELs including a four-week summer program for newcomers offering small-group instruction to strengthen vocabulary and foundational language skills. The school has invested in the Rosetta Stone program to support language acquisition and provides designated ELD classroom guidance and visits. The vice principal serves as ELPAC coordinator, holding monthly meetings with teachers to review student data, refine groupings, and prepare student portfolios. Additional support comes from the Intervention Coach who provides targeted academic support including small group instruction, while teachers use interim ELPAC assessments to familiarize students with the testing format.

**Root Causes of Achievement Gaps:** The influx of Newcomer Students who are just beginning their language acquisition journey affects year-to-year comparisons. Second, there appears to be a gap between conversational English proficiency and the academic language needed for success in ELA and math assessments. Third, the greater decline in math performance suggests difficulties with mathematical academic language and concepts.

**2025-26 LCAP Plan for English Learners (Goal 1, Action 5):** PUENTE's 2025-26 LCAP outlines a comprehensive approach to supporting English Learners. The summer and foundational programs include a 4-week summer program specifically for newcomers (students in the U.S. less than 24 months), utilization of Rosetta Stone language program to accelerate English acquisition, and Benchmark Phonics instruction with one-to-one paraprofessional support to strengthen foundational literacy skills.

- Targeted intervention will be provided by the Intervention Coach through tiered academic support and small group instruction, focusing on improving both CAASPP and ELPAC performance to increase reclassification rates. The coach will also deliver professional training for teachers and paraprofessionals on evidence-based strategies for diverse language learning needs.
- Classroom instruction will include implementation of both designated and integrated ELD for all English Learners, ongoing professional development for teachers on effective vocabulary development and reading comprehension strategies, and administration of Interim ELPAC assessments to familiarize students with the format and reduce testing anxiety.
- Monitoring and support will consist of regular progress monitoring of EL growth toward language proficiency benchmarks, analysis of multiple data sources to adjust instructional approaches, and individualized support services based on each English Learner's unique needs.

**Additional Planned Interventions for 2025-26**: To further address identified challenges, PUENTE plans to implement additional focused strategies. Academic language development will be strengthened by implementing specific strategies to bridge the gap between basic English proficiency and academic language, developing targeted vocabulary instruction for math and ELA, and creating content-specific language support materials.

- Math instruction for ELs will be enhanced through specialized professional development, visual supports and manipulatives specifically for math concepts, language-accessible explanations of key math concepts, and strategies that separate language demands from mathematical thinking.
- Support will be differentiated by proficiency level by creating separate systems for newcomers versus long-term ELs, developing distinct growth targets and interventions based on language proficiency levels, and implementing targeted instruction based on specific language needs.
- Data analysis will be expanded through detailed item analysis of test results to identify specific language barriers, tracking correlation between ELPAC levels and performance on content assessments, and using data to target specific academic language needs.

The school aims to address the disconnect between increasing reclassification rates and academic performance among English Learners, with particular attention to improving math outcomes, which showed the most significant decline.

**Puente Charter School has expended its Learning Recovery Emergency Block Grant (LREBG).**

# Reflections: Technical Assistance

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

Not applicable

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

Puente Charter School is not eligible for CSI.

## *Support for Identified Schools*

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

Not applicable.

## *Monitoring and Evaluating Effectiveness*

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

Not applicable.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| **Administrators/Principal** | **Date: January – May 2025** (weekly meetings on Fridays)<br>Process used: In-person meetings discussed the 2024-25 LCAP Midyear Update; 2025-26 LCAP Goals, Actions, metrics, local data, including survey results.<br>Feedback provided:<br>• Identified need to provide additional training for paraprofessionals<br>• Professional Development (all staff): de-escalation strategies to address student behavioral issues<br>• Professional Development for teachers): English Language Development (ELD); and pedagogical strategies to support "newcomers" with English language acquisition.<br>• Professional development (for teachers) on effective strategies to improve and accelerate vocabulary development for students.<br>• Need for a full-time Resource teacher |
| **Teachers** | **Date: January 2025**: Discussion took place on the 2024-25 LCAP Midyear update during a staffwide meeting.<br><br>**Date: January – May 2025** – Weekly grade level meetings; and weekly staffwide meetings<br>Process used: Onsite staffwide weekly meetings to solicit input for the 2025-26 LCAP goals, actions, metrics and schoolwide initiatives.<br>Feedback provided:<br>• Increased instructional coaching for paraprofessionals<br>• Additional support for students identified with dyslexia |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | • Continue with Paraprofessional who are essential support staff. |
| **Other School Personnel** | **Date: January 2025**: Discussion took place on the 2024-25 LCAP Midyear update during a staffwide meeting.<br><br>**Date: January – May 2025** – Weekly grade level meetings; and weekly staffwide meetings<br>Process used: Onsite staffwide weekly meetings to solicit input for the 2025-26 LCAP goals, actions, metrics and schoolwide initiatives.<br>Feedback provided:<br>• Continue providing campus aides – safety and supervision.<br>• Provide additional training of food handling, and administrative task handling. |
| **Students** | **Date: February 2025** Survey administered to grades 3-5<br>Process used: Survey administered to solicit input on school programming, school safety, and connectedness.<br>Student feedback provided:<br>• Requested additional field trips<br>• Larger (expansion) play space<br>• Additional clubs<br>• Counseling services/Counselor<br>• Additional lunch choices. |
| **Parents including those representing Unduplicated Pupils & Students with Disabilities** | **Date: 2/14/25**<br>Process used: Parents participated in a Needs assessment survey.<br>Dates: February 2025-May 2025: Monthly Coffee with the Administration.<br>Feedback provided from monthly meetings and needs assessment survey:<br>• Expand physical play area to provide more physical activities for students<br>• Provide additional tutoring opportunities |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | • Continue to implement student-led conferences<br>• Continue to provide security/supervision staff |
| **Parent Advisory Committee (PAC)** | Dates: 9/1/24; 12/3/24; & 2/18/25<br>Process used: PAC meetings took place to discuss the implementation of the 2024-25 LCAP, LCAP Midyear Update and solicit input for the 2025-26 LCAP Goals, Actions, Use of LCFF S&C Funds and Title I, II, III & IV Funding.<br>Feedback provided:<br>• Need to add street signage for student safety.<br>• Continue to provide paraprofessionals in the classroom to support students struggling academically.<br><br>On **May 27, 2025** – the 2025-26 LCAP was presented to the PAC, who reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C.<br>Feedback:<br>• Parents value the Summer Camp program because it enables them to also attend PUENTE's Adult summer classes. Working parents particularly appreciate not having to arrange childcare during summer break.<br>• However, families have identified areas for improvement. Parents would like increased opportunities for involvement and have suggested organizing a Community Beautification Day. Additionally, families have expressed concerns about the number of homeless encampments along students' walking routes to school.<br>The PAC approved the school's 2025-26 LCAP for submission to Puente's governing board. |
| **English Learner Parent Advisory Committee (EL-PAC)** | Meetings took place the second Wednesday of each Month throughout the 2024-25 school year.<br>Process used: EL-PAC meetings took place to discuss the implementation of the 2024-25 LCAP, LCAP Midyear Update and solicit input for the 2025-26 LCAP Goals, Actions, Use of LCFF S&C Funds and Title I, II, III & IV Funding.<br>Feedback provided:<br>• Need for additional tutoring opportunities |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | • Additional programs outside of school<br><br>On **May 27, 2025** – – the 2025-26 LCAP was presented to the EL-PAC, who reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C:<br><br>Feedback provided by EL-PAC members:<br><br>• Parents value the Summer Camp program because it enables them to also attend PUENTE's Adult summer classes. Working parents particularly appreciate not having to arrange childcare during summer break.<br>• However, families have identified areas for improvement. Parents would like increased opportunities for involvement and have suggested organizing a Community Beautification Day. Additionally, families have expressed concerns about the number of homeless encampments along students' walking routes to school.<br><br>The EL-PAC approved the school's 2025-26 LCAP for submission to Puente's governing board. |
| **SELPA Administrator** | Our Administrators participated in a combination of electronic correspondence and virtual Zoom meetings with the LAUSD SELPA throughout the 2024-25 school year to discuss data, programming, placement, services, professional development, and planning for the 2025-26 school year as identified in LCAP Goal 1, Action 4.<br><br>On **April 30th**, our administrator consulted with our SELPA that included the Special Education LCAP action that was shared and discussed with our SELPA.<br><br>Feedback provided: Looks great. |

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

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these stakeholders to ensure their perspectives were incorporated as follows:

- Paraprofessionals to provide Tier 1 support: Goal 1, Action 1

- After-school tutoring and social-enrichment programming: Goal 1, Action 2
- Behavior Interventionists: Goal 1, Action 3
- Counselor (Title I Funded): Goal 1, Action 3
- After-school tutoring and social-enrichment programming: Goal 1, Action 2
- Professional development for teachers and support staff: Goal 2, Action 2
- Continue to implement Student-led conferences: Goal 3, Action 1
- School Safety Team: Goal 3, Action 1

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Continue to implement a “whole child approach” in alignment with the CA Community Schools Framework and strengthening MTSS, to identify and address the academic, social-emotional, behavioral, and/or mental health needs of our students to further re-engage them using real-world learning experiences. | Broad |

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Puente Charter School has developed this goal to implement a comprehensive "whole child approach" in alignment with the California Community Schools Framework and strengthened Multi-Tiered System of Supports (MTSS) for several critical reasons:

Our performance data indicates significant needs across multiple dimensions of student development. The chronic absenteeism rate (32.2% overall, with similar rates for English Learners, Socioeconomically Disadvantaged, and Hispanic student groups) demonstrates the necessity for integrated support systems that address underlying causes of disengagement. Additionally, academic performance metrics suggest that students benefit from approaches that connect classroom learning to real-world contexts.

Research consistently shows that addressing students' academic needs in isolation is insufficient for sustained achievement. By implementing a whole child approach that systematically identifies and addresses academic, social-emotional, behavioral, and mental health needs, we can create the conditions necessary for learning and development. This integrated framework allows us to respond to the diverse factors affecting student success, particularly following periods of educational disruption.

The California Community Schools Framework provides an evidence-based structure for coordinating school and community resources to support student wellbeing and achievement. By aligning our practices with this framework and strengthening our MTSS implementation, we can provide tiered interventions that match the intensity of student needs while maintaining a preventative, proactive approach to student support.

Finally, real-world learning experiences serve as powerful engagement tools that connect academic content to authentic contexts, increasing motivation and relevance for students. This approach particularly benefits our student population by making learning meaningful and accessible while developing critical 21st-century skills.

This goal represents our commitment to educating the whole child by creating integrated systems of support that address barriers to learning and provide engaging educational experiences for all students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | CAASPP ELA Assessment: Distance from Standard (DFS)<br>Source: CA School Dashboard | 2022-23 ELA CAASPP<br>DFS<br>All Students -9.5<br>Hispanic -11.5<br>EL -34.2<br>SED -15.7 | 2023-24 ELA CAASPP<br>DFS<br>All Students -0.7<br>Hispanic -1.3<br>EL -35.2<br>SED -6.5 | | 2024-25 ELA CAASPP<br>DFS<br>All Students +0<br>Hispanic +0<br>EL -34<br>SED -5 | All: +8.8<br>Hispanic: +10.2<br>EL: -1<br>SED: +9.2 |
| 2 | CAASPP Math Assessment: Distance from Standard (DFS)<br>Source: CA School Dashboard | 2022-23 Math CAASPP<br>DFS<br>All Students -24.3<br>Hispanic -26<br>EL -35.7<br>SED -31.7 | 2023-24 Math CAASPP<br>DFS<br>All Students -13.2<br>Hispanic -14.4<br>EL -37.2<br>SED -15 | | 2024-25 Math CAASPP<br>DFS<br>All Students -12.5<br>Hispanic -13.5<br>EL -36<br>SED -14.5 | All: +11.1<br>Hispanic: +21.6<br>EL: -1.5<br>SED: +16.7 |
| 3 | CA Science Test<br>% Met/exceeded<br>Source: caaspp-elpac.ets.org | 2022-23 CAST<br>%<br>All Students 20.9%<br>Hispanic 19.1%<br>SED 13.9% | 2023-24 CAST<br>%<br>All Students 34.2%<br>Hispanic 34.2%<br>SED 29.0% | | 2024-25 CAST<br>%<br>All Students 34.5%<br>Hispanic 34.5%<br>SED 29.5% | All: 13.3%<br>Hispanic: 15.1%<br>SED: 15.1% |
| 4 | % EL who made progress towards English Language Proficiency<br>Source: ELPI – CA School Dashboard | 75.6%<br>Source: 2023 Dashboard | 70.4%<br>Source: 2024 Dashboard | | >70% | Declined: 5.2% |
| 5 | % students English Language Proficiency | 2022-23: 26.2%<br>Proficient | 2023-24: 32.53%<br>Proficient | | 2024-25: 34% | Increased 6.33% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | for Summative ELPAC<br>Source: ELPAC website | | | | | |
| 6 | Reclassification Rate<br>Source: Dataquest | 2022-23: 21.2% | 2023-24: 28.7% | | 2024-25: 26.5% | 7.5% |
| 7 | Attendance Rate<br>Source: CALPADS | 2022-23: 92% | 2023-24: 91.78% | | 2024-25: 92% | -0.22% |
| 8 | Chronic Absenteeism Rates<br>Source: Dataquest | 2022-23: Chronic Absenteeism<br>Student Group — Rate<br>All Students — 34.1%<br>Hispanic — 33.1%<br>EL — 41.4%<br>SED — 35.9%<br>SWD — 42.1% | 2023-24: Chronic Absenteeism<br>Student Group — Rate<br>All Students — 32.2%<br>Hispanic — 31.7%<br>EL — 33.3%<br>SED — 32.2%<br>SWD — 40.0% | | 2024-25 Chronic absenteeism<br>Student Group<br>All Students — 25.0%<br>Hispanic — 25.0%<br>EL — 25.0%<br>SED — 27.0%<br>SWD — 30.0% | All: -1.9%<br>Hispanic: -1.4%<br>EL: -8.1%<br>SED: -3.7%<br>SWD: -2.1% |
| 9 | Suspension Rate<br>Source: Dataquest | 2022-23: 0% | 2023-24: 0% | | 2024-25: 0% | 0% |
| 10 | Expulsion Rate<br>Source: Dataquest | 2022-23: 0% | 2023-24: 0% | | 2024-25: 0% | 0% |
| 11 | % students participating in enrichment.<br>Source: Master Schedule<br>CALPADS | 2023-24: 100% | 2023-24: 100% | | 2024-25: 100% | 0% |
| 12 | % students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5<br>Source: SARC | 2022-23: 100% | 2023-24: 100% | | 2024-25: 100% | 0% |

**NOTE: Puente Charter School currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:**

- **Priority 4:**
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (Gr 11 SBAC)
- **Priority 5:**
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

# Goal Analysis for 2024-25

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

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

**Action 1**: This action was fully implemented. Puente continues to implement its 5-step data analysis protocol for reviewing, analyzing, and discussing student assessment results in alignment with MTSS, and the CA Community Schools Framework. This process is used to measure student progress, identify gaps in learning for tiered intervention, monitor student and schoolwide growth, and measure program effectiveness. Data review meetings are consistently held with each grade level every 6-8 weeks. The school maintains a high assessment completion rate, with over 95% of students participating in the designated assessments.

**Action 2**: This action was fully implemented. Puente has utilized universal academic screeners (NWEA MAP, F&P) to establish student baseline performance, identify learning gaps, MTSS referral, establish annual growth targets for students, and measure program effectiveness.

Using the MTSS framework, all classroom teachers provided Tiers 1 and 2 support; and the Intervention teacher provided Tier 3 academic support for identified students in reading and math. Paraprofessionals assisted classroom teachers and provided Tier 1 support through small-group instruction. An intervention block was embedded throughout the instructional day to support struggling learners including intervention platforms (iXL Math, iXL ELA, Raz Kids, Epic) to further reinforce skills and gaps in learning. Puente provided students with additional academic support through the expanded learning opportunities program that took place afterschool, and through summer programming.

The afterschool program has expanded to include a 6$^{th}$ cohort, serving approximately 120 students through Think Together, which benefited almost half of the student population. Additionally, students in Tier 3 had the option to enroll in after school tutoring.

**Action 3**: This action was partially implemented. The leadership team conducted a needs assessment and root cause analysis to identify root causes of the escalating chronic absenteeism rates. The analysis revealed that chronic absenteeism was a case-by-case situation, leading Puente to implement individualized attendance plans to improve overall daily attendance. The team focused on providing targeted assistance and correcting misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.

Prior to the start of the school year, leadership identified at-risk families in need of resources and focused on building stronger relationships with those families. Regular communication channels were established to foster engagement and ensure interactions were not solely problem focused. The team worked to strengthen relationships with these families to better understand and support their challenges. A Family Attendance Survey was administered during orientation to understand each family's perspective on attendance policies and their views on school attendance, allowing the team to address concerns early in the school year.

The school implemented a preventative approach through MTSS, which included early identification of at-risk students, targeted communication with families, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine interventions. Teachers contacted families when students were absent, delivering positive messages to show that students were missed. Teachers also used attendance charts and provided incentives for regular attendance to strengthen relationships with families.

Puente strengthened social-emotional supports through schoolwide implementation of Second Step SEL Curriculum, Calm Classroom, and restorative justice community circles. The Counselor led monthly theme-based class lessons and regular social skills groups for students identified for Tier 3 supports using the MTSS Framework. The Counselor also led SEL curriculum implementation with teachers and hosted monthly Coffee with the Counselor to meet with families and refer them to Care Solace for mental health services.

The Behavior Interventionist collaborated with teachers to develop and implement student behavior plans and modeled strategies for use in the classroom to address behavior challenges. They worked to develop schoolwide practices to improve student interaction skills, including identifying and changing learned behavior that negatively impacted students. The BII provided professional development on addressing student behavioral challenges and implementing classroom structures to ensure consistency, facilitated parent/staff engagement activities and events to foster a culture of community and respect. They also monitored daily student attendance, implemented and led SART meetings, met with families, including home visits, and ensured adherence to the school's attendance policy.

Despite these implementations, the school faced staffing challenges. Attempts to hire a Dean of Engagement and Community Schools Coordinator were unsuccessful, and most counselor candidates lacked experience working in elementary settings.

**Action 4**: This action was fully implemented. Puente Charter School continues to participate in Option 2 – LAUSD SELPA. Puente Charter School's SWD performance on the ELA and Math CAASPP has improved (as measured by distance from standard, scale scores) by implementing a multifaceted approach. This involved hiring a dedicated resource teacher to work with students both in and out of the classroom and maintaining a heightened focus on delivering direct instruction tailored to individual student needs. Using highly qualified related service providers, administrators, classified staff and personalized teaching strategies, the school empowered students with disabilities to achieve greater success in state assessments, ultimately ensuring their proficiency in meeting state content standards.

**Action 5**: This action was fully implemented. PUENTE Charter's commitment to academic excellence was evident in its continued support for English Learners. According to the 2024 California School Dashboard, 70.4% of EL students advanced at least one level on the English Language Proficiency Indicator (ELPI). Although this marked a slight decline from 75.6% in 2023, it remained a strong indicator of growth, particularly given the steady enrollment of newcomer students. These students faced unique challenges in developing foundational English skills, making year-to-year comparisons more complex. Despite this, PUENTE Charter's EL students continued to outperform those in neighboring schools and exceeded state averages in language development. This progress was driven by PUENTE's focused ELD instruction, designated ELD classroom guidance and visits, and the continuous professional development provided to teachers on effective strategies for supporting Newcomers.

PUENTE Charter's consistent academic growth resulted from a collective effort by a dedicated staff team working to maintain a supportive and inclusive learning environment where high expectations were consistently upheld. The school's strong family partnerships, culturally responsive teaching practices, and safe, welcoming climate further engaged students and families in the educational process. This shared commitment to excellence positioned PUENTE Charter as a leader in academic achievement and student growth, setting a high standard within the Boyle Heights community.

Work with English Language Learners yielded meaningful advancements and benefited significantly from MTSS training, which emphasized differentiated instruction and equity-focused practices. Support for ELLs began in the summer with professional development sessions for teachers focused on differentiated instruction and effective strategies for designated ELD. Additionally, newcomer students attended a four-week summer program offering small-group instruction to strengthen vocabulary and foundational language skills. PUENTE's investment in the Rosetta Stone program further supported language acquisition for these students. Throughout the school year, the vice principal, as the ELPAC primary coordinator, held monthly meetings with teachers to review student data, refine groupings, and prepare student portfolios. Teachers also received observations and feedback on their designated ELD lessons. Peer learning opportunities, such as observing best practices from colleagues, enhanced instructional expertise. Students working toward reclassification participated in targeted preparation, including the new interim ELPAC assessments, practice tests, and test-taking strategies.

While Puente achieved a Green performance level on the 2024 CA Dashboard for English Learner Progress with 70.4% of students making gains, we also acknowledged a 5.2% decline from the previous year. This decrease reflected the addition of several Newcomer students in the data, who were understandably just beginning their language acquisition journey and required time and support to advance. We were encouraged by the consistent progress of our ELL students and maintained our commitment to providing the resources they needed to succeed.

**Action 6**: This action was fully implemented. All students at Puente Charter have access to a broad course of study. This school year all students had access to music, dance and visual arts programming. We also expanded the dance course to all grade levels; and Theatre was added (TK-2).

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, nor between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for any actions under Goal 1. All actions were implemented as

planned, and actual expenditures closely aligned with the budgeted amounts. As a result, no substantive explanation of material differences is required for this goal.

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

**Action 1**: The implementation of Panorama for student progress monitoring has proven effective in making progress toward our goal. This system enables consistent tracking and monitoring of student data, providing teachers with comprehensive resources to support differentiated instruction based on individual student needs. The centralized nature of Panorama allows for more efficient data analysis, helping educators identify trends and intervention needs more quickly than previous monitoring systems. Additionally, the wide array of resources available through Panorama empowers teachers with evidence-based strategies that directly address identified student challenges. This has resulted in more targeted support for students and a more cohesive approach to progress monitoring across classrooms and grade levels.

**Action 2**: PUENTE Charter School demonstrated exceptional academic performance in 2024, surpassing both neighboring schools and state averages in English Language Arts, Mathematics, and English Language Learner support according to California School Dashboard results. In English Language Arts, PUENTE's success stemmed from targeted interventions, differentiated instruction, and daily support from the Intervention Coach and Principal, who conducted SST meetings with families to collaboratively address Tier 2 and 3 student needs. Mathematics performance similarly exceeded local and state benchmarks, reflecting effective implementation of data-driven strategies, the MTSS framework, small collaborative learning groups, and ongoing professional development. Faculty advancement through MTSS certification has enhanced educators' ability to address diverse learning needs, directly contributing to improved academic outcomes.

The collaborative approach between teachers and paraprofessionals in implementing tiered instruction has demonstrated significant effectiveness in making progress toward our goal. This strategic instructional planning, documented in teacher lesson plans, has yielded measurable improvements in student achievement across multiple assessments. The substantial gains in ELA and Math CAASPP results provide strong evidence that this collaborative instructional model is working effectively. Additionally, the remarkable improvement in California Science test results, with an increase from 20.9% to 34.2% of students meeting or exceeding standards, further validates the effectiveness of this action. This 13.3 percentage point increase represents a substantial positive impact on student learning outcomes, suggesting that the structured collaboration and intentional planning of tiered instruction is successfully addressing diverse student needs and supporting academic growth.

**Action 3**: The implementation of enhanced systems, strategies, and programs at PUENTE Charter has demonstrated significant effectiveness in advancing goals across multiple priority areas. The foundation of this success is the school-wide adoption of the Multi-Tiered System of Supports (MTSS) framework, with all staff earning MTSS certification through a comprehensive two-year program. This professional development has markedly improved the school's capacity to serve students equitably, as evidenced by improved outcomes in ELA, Math, and English Language Learner progress.

The school's approach to chronic absenteeism, while still developing, shows promising early results through innovative relationship-building strategies. These include personalized teacher communications celebrating student returns, supportive outreach when students are absent, and

structured SART team interventions. These efforts effectively foster student belonging and strengthen school-home connections, addressing attendance concerns through positive reinforcement rather than punitive measures.

Classroom observations confirm the successful implementation of three key instructional strategies that directly support school goals:

- Social-Emotional Learning through strategically designed Calm Corners provides effective Tier 1 universal supports for emotional regulation, creating the foundational conditions for academic success.
- Targeted support for newcomer students through research-based ELD practices (visuals, sentence frames, graphic organizers, and structured academic conversations) has proven effective in accelerating language acquisition, as evidenced by strong EL progress metrics.
- Small collaborative learning groups, strategically formed using formative assessment data, effectively deliver differentiated instruction across all tiers of support, meeting diverse student needs while promoting engagement and deeper understanding.

This comprehensive, integrated approach demonstrates PUENTE's effective implementation of evidence-based practices that holistically address both academic and social-emotional needs, creating a positive learning environment that drives continued student growth and success.

**Action 4**: The collaboration between the instructional team and SPED Director has proven highly effective in supporting Students with Disabilities. The systematic review of lesson plans and classroom observations has ensured proper implementation of accommodations and services, establishing clear accountability that directly impacts student progress.

PUENTE's strategic approach includes three pre-scheduled annual Special Education professional developments covering essential topics from legal requirements to behavior interventions. This year's utilization of LAUSD's COP Behavior Support services enhanced the school's capacity to address behavioral challenges through evidence-based approaches.

Additionally, paraprofessionals participated in targeted MyPLN training for behavior intervention strategies, creating a cohesive support team with consistent skills throughout the school day. This comprehensive system of professional development with structured accountability measures has effectively built school-wide capacity to meet diverse needs of Students with Disabilities, directly supporting academic and social-emotional goals.

**Action 5**: PUENTE Charter has demonstrated significant effectiveness in supporting English Learners, achieving a Green performance level on the 2024 California School Dashboard with 70.4% of EL students advancing at least one level on the English Language Proficiency Indicator. Despite a slight 5.2% decline from 2023 (75.6%), this performance remains strong and continues to exceed both neighboring schools and state averages.

The intentional designated ELD instruction has been particularly effective, with teachers providing daily language development lessons aligned with ELPAC domains (listening, speaking, reading, and writing). These structured approaches—including sentence frames, academic talk, speech functions, opinion writing, and graphic organizers—have successfully built foundational skills essential for accessing grade-level content and improving performance on CAASPP assessments. The implementation of small-group instruction has further enhanced effectiveness by providing differentiated support tailored to various proficiency levels.

In response to growing newcomer enrollment, PUENTE launched a specialized 2024 summer program offering intensive English instruction that developed oral language skills, foundational literacy, and academic vocabulary. This proactive approach enabled newcomers to begin the

school year with greater confidence and classroom readiness. The addition of Rosetta Stone curriculum for Level 1 ELs and newcomers provided complementary technology-based support through interactive activities that reinforced foundational language skills.

This comprehensive approach is supported by:

1. Strategic summer preparation including teacher professional development on differentiated instruction and a four-week program for newcomers

2. Implementation of Rosetta Stone to support language acquisition

3. Monthly data review meetings led by the vice principal (ELPAC coordinator)

4. Regular classroom observations with feedback on designated ELD lessons

5. Peer learning opportunities for teachers to enhance instructional practices

6. Targeted preparation for students approaching reclassification

Despite the challenges presented by changing student demographics, PUENTE's multi-faceted strategy has successfully maintained strong EL progress, demonstrating the effectiveness of their actions in advancing language development goals while establishing a foundation for continued academic success.

**Action 6**: This action was effectively implemented, demonstrating substantial progress toward the goal of providing all students with a comprehensive educational experience. The expansion of arts programming has proven highly effective in enriching student learning across multiple dimensions. All PUENTE Charter students now have access to a significantly broadened course of study that includes music, dance, and visual arts programming.

The strategic expansion of dance instruction to all grade levels has effectively increased student engagement and physical activity while supporting social-emotional development through creative expression. Additionally, the introduction of Theatre arts for TK-2 students has been particularly effective in developing oral language skills, confidence, and collaborative abilities among our youngest learners. These programmatic enhancements have effectively created a more well-rounded educational experience that develops the whole child, supporting not only academic growth but also creativity, self-expression, and cultural awareness. Student participation rates and enthusiasm for these programs indicate the effectiveness of this action in advancing our goal of providing an equitable, comprehensive education for all students.

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

After reflecting on our prior practices and current progress, there are no changes planned for the 2025-26 LCAP goals, metrics, and target outcomes. The actions will provide additional details, context and align to the school's dashboard, strategic plan and feedback from its educational partners. Puente Charter School will continue to implement our established plan as previously outlined.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | **ASSESSMENTS OF LEARNING** | To effectively measure student academic performance, monitor student progress, identify learning gaps, and accelerate student learning, Puente Charter School will implement a comprehensive assessment system. All students will participate in the following assessments, which will inform instruction and identify students requiring academic support through our Multi-Tiered System of Supports (MTSS):<br>**Academic Progress Monitoring**<br>• **NWEA MAP Reading & Mathematics**: Administered three times annually (Fall, Winter, Spring) for all students in TK-5<br>• **Fountas & Pinnell Running Records**: Conducted every 6-8 weeks for all students in TK-5 to monitor reading fluency and comprehension<br>• **Foundational Skills Assessments**:<br>o Sound/Letter Recognition (TK/K)<br>o Number Recognition (TK/K)<br>• **Curriculum-Based Measures**:<br>o Reading Unit Assessments (K-5)<br>o Writing Unit Assessments (K-5)<br>o Mathematics Unit Assessments (K-5)<br>• **Spelling Inventory**: Administered every 6-8 weeks for all students in TK-5<br>**Benchmark and State Assessments**<br>• **Interim Comprehensive Assessments**: Administered twice annually for grades 3-5<br>• **State-Mandated Assessments**:<br>o California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessment Consortium (SBAC) | $4,500 | N |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | ○ English Language Proficiency Assessments for California (ELPAC)<br>○ Physical Fitness Test (PFT)<br>○ California Science Test (CAST)<br>○ **Screening for Risk of Reading Difficulties** (K-2) as required by EC Section 53008<br>**Data Analysis Protocol**<br>Puente Charter School will continue to implement its established 5-step data analysis protocol for reviewing, analyzing, and discussing student assessment results. This systematic approach aligns with our MTSS framework and the California Community Schools Framework to:<br>1. Measure individual student progress toward grade-level standards<br>2. Identify specific learning gaps requiring targeted intervention<br>3. Monitor student growth and schoolwide achievement trends<br>4. Evaluate program effectiveness and inform instructional decisions<br>5. Guide resource allocation for tiered academic supports<br>Data review meetings will be conducted every 6-8 weeks with grade-level teams, instructional coaches, and administrators to ensure timely response to student needs and continuous improvement of instructional practices. | | |
| **2** | **MTSS: ACADEMIC INTERVENTIONS** | **Assessment and Identification**<br>Puente Charter School will implement a systematic approach to identify and support students with academic needs through our Multi-Tiered System of Supports (MTSS) framework. Universal academic screeners (NWEA MAP, Fountas & Pinnell) will establish student baseline performance, identify specific learning gaps, facilitate MTSS referrals, establish personalized annual growth targets, and measure program effectiveness.<br>**Tiered Support Structure** | $1,458,107 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Classroom teachers will deliver high-quality Tier 1 core instruction for all students and provide Tier 2 targeted support for some students through small-group instruction. Paraprofessionals will assist classroom teachers by supporting both Tier 1 and Tier 2 instruction through focused small-group and/or one-on-one assistance. The dedicated Intervention Teacher will provide intensive Tier 3 academic support for identified students with significant needs in reading and mathematics.<br><br>Digital intervention platforms including iXL Mathematics, iXL English Language Arts, Raz Kids, and Epic! will be utilized to reinforce skills and address learning gaps. A dedicated intervention block will be embedded throughout the instructional day to support struggling learners.<br><br>**Extended Learning Opportunities**<br><br>Puente Charter School will provide additional academic support through expanded learning opportunities including afterschool programming, summer school, and targeted tutoring sessions. After school tutoring will be specifically available for students requiring Tier 3 support.<br><br>**Progress Monitoring**<br><br>Regular assessment cycles and data review meetings will monitor student progress toward academic goals, evaluate intervention effectiveness, and guide necessary adjustments. Student movement between tiers will remain fluid based on ongoing performance data, ensuring all students receive the appropriate level of support to achieve grade-level proficiency.<br><br>This comprehensive MTSS framework aligns with California's Multi-Tiered System of Support and the Community Schools Model to ensure equitable access to effective academic interventions. | | |
| **3** | **MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS** | Puente Charter School received an ORANGE Performance level for chronic absenteeism on the 2024 CA Schools Dashboard across all student groups: All Students (32.2%), English Learners (33.3%), Socioeconomically Disadvantaged (32.2%), and Hispanic (31.7%). Following a comprehensive needs assessment and root cause analysis, we | $339,875 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | recognize that chronic absenteeism requires individualized attention and targeted interventions.<br><br>Prior to the 2025-26 school year, our leadership team will identify at-risk families requiring additional resources and focus on building stronger relationships with these families. We will establish regular communication channels that foster engagement beyond problem-focused interactions, allowing us to better understand and support their unique challenges. A Family Attendance Survey will be administered during orientation to understand family perspectives on attendance policies, enabling our team to address misconceptions early in the school year.<br><br>Once school begins, we will implement a preventative approach through our MTSS framework. This includes early identification of at-risk students, targeted family communication, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine interventions. Teachers will contact families when students are absent with positive messages emphasizing that the student was missed. They will also utilize attendance charts and provide incentives to encourage regular attendance.<br><br>**Social-Emotional Learning Supports**<br><br>Puente is committed to strengthening social-emotional supports through schoolwide implementation of the Second Step SEL Curriculum, Calm Classroom practices, and restorative justice community circles.<br><br>The School Counselor (Title I Funded: $99,276) will lead monthly theme-based classroom lessons and facilitate regular social skills groups for students identified for Tier 3 supports. Additionally, the Counselor will guide SEL curriculum implementation with teachers and host monthly "Coffee with the Counselor" sessions to connect with families and provide referrals to Care Solace for mental health services.<br><br>**Behavioral Support System**<br><br>The Vice Principal will oversee student discipline, Positive Behavioral Interventions and Supports (PBIS), and school culture initiatives. The Behavior Interventionist will collaborate with teachers to develop and | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | implement individualized student behavior plans while modeling effective classroom strategies to address behavioral challenges.<br><br>Working with the Vice Principal, the Behavior Interventionist will develop schoolwide practices to improve student interaction skills and help identify and modify negative learned behaviors. They will provide professional development on addressing behavioral challenges and implementing consistent classroom structures. The Behavior Interventionist will also facilitate parent/staff engagement activities to foster a culture of community and respect, monitor daily student attendance, lead SART meetings, conduct family meetings including home visits, and ensure adherence to the school's attendance policy.<br><br>**Community Support**<br><br>The Community Schools Coordinator serves as the foster youth and homeless liaison, connecting families with essential resources and leading parent workshops to support the social-emotional and mental health needs of our students and families.<br><br>This comprehensive approach addresses the whole child by integrating academic, social-emotional, behavioral, and mental health supports within our MTSS framework to ensure all students have equitable access to the resources needed for success. | | |
| **4** | **SPECIAL EDUCATION SERVICES** | Puente Charter School participates in Option 2 of the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA), ensuring compliance with all federal and state requirements regarding services for students with disabilities.<br><br>**Commitment to Achievement**<br><br>Puente Charter School is dedicated to improving academic outcomes for students with disabilities by narrowing the achievement gap between students who have not yet met standards and those who have. Our approach focuses on enhancing performance on state assessments through targeted, evidence-based interventions aligned with individual student needs. | $494,089 | N |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | **Program Enhancements**<br>For the 2025-26 school year, Puente will strengthen its special education program by expanding our team of highly qualified special education staff and teachers to provide more intensive and specialized support. We will enhance individualized direct instruction using research-validated methodologies and curricula while implementing a co-teaching model in general education classrooms to support inclusive practices. Additionally, we will provide targeted professional development for all staff on differentiating instruction for diverse learners.<br>**Collaborative Approach**<br>Our special education team maintains sustained collaboration with related service providers, school administrators, general education teachers, paraprofessionals, and families. This collaborative approach ensures consistent implementation of individualized education programs (IEPs) across all learning environments and maximizes student success through coordinated support systems.<br>**Data-Driven Practices**<br>We will utilize ongoing assessment data to monitor student progress, adjust instructional practices, and evaluate program effectiveness. Regular reviews of student achievement data will inform decisions about resource allocation and program improvements to maximize student outcomes.<br>Through this comprehensive approach to special education services, Puente Charter School remains committed to empowering all students to reach their full potential academically, socially, and emotionally within our inclusive school community. | | |
| **5** | **EL/ELD SUPPORT SERVICES** | Puente Charter School will provide comprehensive services to support English Learners with language acquisition. A four-week summer program will be offered for newcomers (students new to the U.S. within 24 months), utilizing the Rosetta Stone language program to accelerate English language development. Additionally, Benchmark Phonics | $116,981 | N |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instruction with one-to-one paraprofessional support will strengthen foundational literacy skills for English Learners.<br><br>**Targeted Intervention**<br><br>The Intervention Coach will provide targeted, tiered academic support to address language acquisition needs for English Learners through small group instruction designed to improve performance on both the CAASPP and Summative ELPAC assessments, ultimately increasing reclassification rates. The Intervention Coach will also deliver professional training for teachers and paraprofessionals on evidence-based pedagogical strategies to support the diverse language learning needs of English Learners.<br><br>**Classroom Instruction**<br><br>Teachers will implement both designated and integrated English Language Development (ELD) for all English Learners. To enhance language acquisition, teachers will participate in ongoing professional development focused on effective strategies to support vocabulary development and reading comprehension. Teachers will also administer the Interim ELPAC assessment tool to familiarize English Learners with the assessment format and reduce student testing anxiety.<br><br>**Monitoring and Support**<br><br>Regular progress monitoring will be conducted to track English Learner growth toward language proficiency benchmarks. Data from multiple sources will be analyzed to adjust instructional approaches and ensure appropriate support services are provided to meet the unique needs of each English Learner student. This comprehensive approach aligns with research-based practices for effective English language acquisition and academic achievement. | | |
| **6** | **BROAD COURSE OF STUDY** | Puente Charter School is committed to providing all students with a well-rounded educational experience that extends beyond the core academic subjects of English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Our enrichment program is designed to develop | $62,000 | N |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | the whole child through meaningful exposure to the arts and other enrichment opportunities.<br><br>**Arts Education Program**<br><br>For the 2025-26 school year, Puente will implement a structured arts education program that includes age-appropriate instruction in various artistic disciplines. All students in **grades TK-5** will receive weekly **music instruction** focused on developing musical literacy, performance skills, and appreciation of diverse musical traditions. Students in grades **TK-2** will participate in **theater arts education** that fosters creative expression, collaboration, and communication skills through dramatic play and performance. Students in **grades 3-5** will engage in **visual arts education** that develops technical skills, aesthetic awareness, and creative problem-solving through various media and techniques.<br><br>**Integration and Application**<br><br>These enrichment subjects will be integrated with core academic content when appropriate to reinforce learning across disciplines. Arts education will incorporate culturally responsive teaching practices that honor and celebrate the diverse cultural backgrounds of our student population.<br><br>**Equitable Access**<br><br>Puente Charter School ensures that all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and other historically underserved populations, have full access to this broad course of study. Modifications and accommodations will be provided as needed to support participation and achievement for all learners.<br><br>**Program Assessment**<br><br>The effectiveness of our broad course of study will be regularly evaluated through student engagement metrics, showcase opportunities, and alignment with California content standards for the arts. Feedback from students, families, and staff will inform ongoing program refinements to maximize educational impact.<br><br>Through this comprehensive approach to curriculum, Puente Charter School strives to develop well-rounded individuals who possess both | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | academic knowledge and creative capabilities that prepare them for future success. | | |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators on the academic content standards, evidence-based pedagogical strategies to ensure the diverse learning needs of our students are met; and address barriers to learning. | Broad |

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Puente Charter School has developed this goal to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators based on critical performance data and identified needs within our educational community.

Our performance indicators reveal achievement gaps in various student groups, suggesting the need for enhanced instructional approaches tailored to diverse learning profiles. The chronic absenteeism rates (32.2% overall) further indicate that educators need additional strategies to address barriers to learning and engagement. For our English Learners and students with disabilities, targeted pedagogical approaches are essential to accelerate academic progress.

By focusing on high-quality professional learning aligned with academic content standards, we strengthen our collective capacity to implement effective instruction. This approach directly addresses our commitment to closing achievement gaps and ensuring all students receive equitable access to rigorous, standards-aligned curriculum delivered through evidence-based instructional practices.

The professional learning goal aligns with our Multi-Tiered System of Supports and California Community Schools Framework, creating coherence across our educational initiatives. By investing in professional growth, we build our staff's ability to identify and address the academic, social-emotional, and behavioral needs of our students. This comprehensive approach enables educators to implement differentiated instruction, culturally responsive teaching practices, and targeted interventions that address specific barriers to learning.

This goal represents our understanding that teacher effectiveness is the single most important school-based factor in student achievement. By developing a culture of continuous improvement through robust professional learning, we enhance our ability to meet the diverse needs of all students and create an educational environment where every child can thrive.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 13 | % teachers – fully credentialed & appropriately assigned.<br>Source: CDE TAMO | 2021-22: 81.8% | 2022-23: 84.6% | | 2023-24: 100% | +2.8% |
| 14 | % students with access to standards-aligned materials.<br>Source: Textbook Inventory/classroom observations | 2023-24: 100% | 2024-25: 100% | | 2025-26: 100% | 0% |
| 15 | Implementation of the State Academic content & performance standards for all students & enable ELs access.<br>Rating Scale:<br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br>Source: Priority 2 Self Reflection Tool - | 2023-24<br>ELA: 5<br>ELD: 4<br>Math: 5<br>Social Science: 4<br>Science: 5<br>CTE: NA<br>Health: 3<br>PE: 4<br>VAPA: 4<br>World Language: NA | 2024-25<br>ELA: 5<br>ELD: 5<br>Math: 4<br>Social Science: 4<br>Science: 4<br>CTE: NA<br>Health: 3<br>PE: 5<br>VAPA: 4<br>World Language: NA | | 2025-26<br>ELA: 5<br>ELD: 5<br>Math: 5<br>Social Science: 4<br>Science: 4<br>CTE: NA<br>Health: 4<br>PE: 4<br>VAPA: 4<br>World Language: NA | ELA: 0<br>ELD: +1<br>Math: -1<br>Social Science: 0<br>Science: -1<br>CTE: NA<br>Health: 0<br>PE: +1<br>VAPA: 0<br>World Language: NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Local Indicator CA School Dashboard) | | | | | |

# Goal Analysis for 2024-25

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

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

**Action 1**: This action was fully implemented. Puente Charter School employs a principal and appropriately credentialed teachers, who teach all core subject areas: ELA, Math, Science & Social Studies, and Physical Education serving grades TK-5, as part of the school's base educational program. Puente Charter School provides all students with a longer school day and longer school year that includes 178 instructional days, exceeding the CA State requirement of 175, a 2-day reduction due to the LA County Wildfires in January 2025.

The principal and all teachers participate in 10 days of intensive summer professional learning, in addition to 5 non-instructional days, and weekly professional development during the academic school year.

**Action 2**: This action was fully implemented. Puente Charter School implemented a comprehensive professional development program for all educators, including both General Education and Special Education staff. The program consists of ten days of intensive summer learning, five non-instructional development days throughout the year, and weekly professional learning sessions during the academic year. Teachers participated in the planned professional development including the MTSS certification and Diversity, Equity, Inclusion and Justice.

**Action 3**: This action was fully implemented. Puente Charter School ensures all students have access to standards-aligned curriculum and instructional materials through systematic planning and procurement. Puente Charter has successfully acquired and implemented all planned curricular and instructional materials for the academic year.

**Action 4**: This action was fully implemented. Puente Charter School ensured all students have access to a device, with ongoing monitoring and support to ensure all technology remains fully operational and ready for student use. We continued to work towards connecting the ISTE standards schoolwide.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, nor between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for any actions under Goal 2. All actions were implemented as planned, and actual expenditures closely aligned with the budgeted amounts. As a result, no substantive explanation of material differences is required for this goal.

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

**Action 1**: This action was effective with increasing the percentage of appropriately credentialed teachers. Puente has a rigorous hiring process to ensure educators know and understand our school's mission, vision and our commitment to high-quality, rigorous instruction, through a diversity and equity lens.

**Action 2**: This action has been highly effective. Puente's staff has fully completed the 18-month MTSS certification. This action has been fully and effectively implemented, demonstrating substantial progress toward building staff capacity to support student achievement. The completion of the 18-month MTSS certification program has proven highly effective, with all paraprofessionals and teachers now certified, creating a cohesive, school-wide approach to student support that directly enhances instructional quality and intervention effectiveness.

The positive feedback received on professional development topics indicates the effectiveness of the PD program in meeting staff needs and addressing priority areas. This responsive approach to professional learning has effectively built staff capacity to implement evidence-based practices across the curriculum. Additionally, the school's teacher development pipeline has shown notable effectiveness, with two interns successfully completing their programs and advancing to preliminary status. The progression of two additional teachers through the induction program toward cleared credentials further demonstrates the effectiveness of PUENTE's professional growth system in developing and retaining highly qualified educators. This comprehensive professional development approach has effectively created a more skilled, cohesive instructional team equipped with the knowledge and strategies needed to support diverse student needs and advance academic outcomes.

**Action 3**: This action has been effective since ensuring all students have access to curricular and instructional materials which is essential for learning.

**Action 4**: The implementation of SMART boards has proven highly effective in enhancing both classroom instruction and home-school communication. Teachers effectively utilize the boards' digital capture functionality to save instructional notes which are later posted on ParentSquare, creating a seamless learning connection between school and home environments. This technology integration has been particularly effective in supporting student learning through extended access to classroom content. By making instructional notes available digitally for homework reference, students can review teacher explanations and examples when working independently, effectively reinforcing concepts and providing consistent academic support outside school hours. Additionally, this feature has effectively strengthened parent

engagement by giving families visibility into daily classroom instruction, enabling them to better support their children's learning at home. The consistent posting of classroom notes has created an effective feedback loop that extends the learning day and provides continuity between school and home learning environments.

This strategic use of SMART board technology demonstrates the effectiveness of PUENTE's thoughtful technology implementation in supporting student achievement through enhanced accessibility to learning resources and strengthened home-school connections.

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

After reflecting on our prior practices and current progress, there are no changes planned for the 2025-26 LCAP goals, metrics, and target outcomes. The actions will provide additional details, context and align to the school's dashboard, strategic plan and feedback from its educational partners. Puente Charter School will continue to implement our established plan as previously outlined.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | **CORE EDUCATIONAL PROGRAM: EDUCATORS** | Puente Charter School will employ a dedicated principal and appropriately credentialed teachers to deliver a rigorous academic program serving students in grades TK-5. All teachers will be fully qualified and possess the necessary credentials to teach the core curriculum areas: English Language Arts, Mathematics, Science, Social Studies, and Physical Education.<br>The school will provide all students with an extended school day and year, offering 180 instructional days, which exceeds California's 175-day requirement.<br>All instructional staff will participate in 10 days of intensive summer professional learning, 5 additional non-instructional planning days, and weekly professional development sessions throughout the academic year to ensure high-quality instruction and continuous improvement.<br>Teachers will implement standards-aligned curriculum with regular assessment to monitor student progress and adjust instruction, accordingly, | $1,292,422 | N |

| | | | | |
|---|---|---|---|---|
| | | creating a strong educational foundation that prepares students for academic success. | | |
| **2** | **PROFESSIONAL LEARNING** | Puente Charter School will strengthen teacher capacity, expertise, and retention through robust professional learning opportunities including instructional coaching, classroom observations, lead instructional labs, model lessons, feedback cycles, and peer observations.<br>**Extended Learning Structure**<br>All teachers and instructional support staff will participate in 10 days of intensive summer professional learning, 5 additional non-instructional planning days, and weekly professional development sessions throughout the academic year.<br>**Focus Areas**<br>Based on a comprehensive needs assessment, classroom observations, and teacher feedback, professional development will address:<br>1. **Curriculum and Instruction**: Culturally relevant curriculum, foundational literacy and math skills, Health Standards implementation, Eureka² Math curriculum, and differentiated instruction strategies for ELA and Math.<br>2. **Special Education**: IDEA and FAPE requirements, accommodations and modifications, co-teaching models, and IEP interpretation and implementation.<br>3. **Student Support**: Non-violent crisis intervention techniques, behavior intervention plans, social-emotional learning, Positive Behavioral Intervention & Supports (PBIS), and strategies to improve designated/integrated ELD.<br>4. **Health and Safety**: CPR certification, active shooter protocols, and comprehensive emergency response procedures.<br>This targeted professional learning program will build collective teacher efficacy, improve instructional practice, and ultimately enhance student outcomes across all demographic groups. | $105,000 | N |

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|---|---|---|---|---|
| **3** | **CORE CURRICULAR NEEDS** | Puente Charter School will provide all students with access to standards-aligned curriculum and instructional materials across all disciplines. The school will conduct annual inventory assessments and purchase new materials as needed, including consumables for student use. This ensures all students, including those with diverse learning needs, have equitable access to high-quality print and digital learning resources that support rigorous instruction and content mastery. | $48,000 | N |
| **4** | **CLOSING THE DIGITAL DIVIDE** | Puente Charter School will ensure all students have equitable access to technology resources to support their learning. The school will maintain a sufficient inventory of devices for all students to access digital curricular and instructional materials. Comprehensive IT technical support will be provided to maintain equipment functionality and assist users with technical issues. The school will maintain necessary subscriptions for virtual meeting platforms and educational software to enhance learning opportunities.<br>All teachers will implement the International Society for Technology in Education (ISTE) Standards to guide effective technology integration into teaching and learning practices. Every classroom will be equipped with an interactive SMART Board to facilitate engaging, technology-enhanced instruction that supports diverse learning styles and promotes digital literacy skills across all grade levels. | $128,828 | N |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Engage parents/families as partners to support and educate students through home-school collaboration and culturally responsive community partnerships. Continue to provide learning opportunities for families as well as structures and opportunities to ensure authentic family engagement and a culture of trust to further re-engage and improve outcomes for all students. | Broad |

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Puente Charter School has developed this goal to engage parents and families as partners based on compelling evidence from our performance data and community feedback that indicates stronger home-school collaboration is essential for student success.

Our chronic absenteeism data (32.2% overall with similar rates for English Learners, Socioeconomically Disadvantaged, and Hispanic student groups) signals a critical need to strengthen family engagement and deepen trust between home and school. Research consistently demonstrates that when families are authentically involved in their children's education, attendance improves, academic achievement increases, and social-emotional development is enhanced.

The goal aligns with our implementation of the California Community Schools Framework, which emphasizes family and community engagement as a foundational pillar. Our needs assessment revealed that many families desire additional opportunities to participate meaningfully in school decision-making and would benefit from culturally responsive workshops that address their specific needs and interests.

For our diverse student population, including English Learners and students with disabilities, family engagement is particularly crucial. By creating structures for authentic family participation and building a culture of trust, we can leverage the unique strengths, knowledge, and resources that families contribute to the educational partnership. This approach recognizes parents as their children's first teachers and essential collaborators in the educational process.

Additionally, by providing learning opportunities for families through workshops and resources that address their identified needs, we strengthen their capacity to support student learning at home. This two-generation approach addresses barriers to learning by building family capabilities alongside student development.

This goal represents our commitment to fostering genuine partnerships with families that honor their cultural assets, respect their perspectives, and engage them as meaningful participants in their children's education, ultimately improving outcomes for all students.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 16 | Facility Inspection Tool (FIT) Report Score<br><br>Source: SARC | 2023-24: Exemplary | 2024-25: Exemplary | | 2025-26: Exemplary | No difference |
| 17 | Parent input in decision-making for UP & SWD.<br><br>(Questions 9-12)<br><br>Rating Scale:<br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br><br>Source: Score - CDE Priority 3 Self-reflection tool. | 2023-24:<br><br>9. 4<br>10. 5<br>11. 5<br>12. 4 | 2024-25:<br><br>9. 5<br>10. 5<br>11. 5<br>12. 5 | | 2025-26:<br><br>9. 5<br>10. 5<br>11. 5<br>12. 5 | 9. +1<br>10. 0<br>11. 0<br>12. +1 |
| 18 | Parent participation in programs for UP & SWD.<br><br>(Questions 1-4)<br><br>Rating Scale:<br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial | 2023-24:<br><br>1. 5<br>2. 5<br>3. 4<br>4. 5 | 2024-25:<br><br>1. 4<br>2. 4<br>3. 4<br>4. 4 | | 2025-26:<br><br>1. 5<br>2. 5<br>3. 4<br>4. 4 | 1. -1<br>2. -1<br>3. 0<br>4. -1 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br><br>Source: Score - CDE Priority 3 Self-reflection tool | | | | | |
| 19 | Other Local Measure - Student Survey: Sense of safety & school connectedness<br>Source: Panorama | 2023-24:<br>100% Sense of Safety<br>100% School connectedness | 2024-25:<br>98% Sense of Safety<br>94% School Connectedness | | 2025-26:<br>>95% Sense of Safety<br>>95% School Connectedness | -2% Sense of Safety<br>+6% School Connectedness |
| 20 | Other Local Measure - Parent Survey: Sense of safety & school connectedness.<br>Source: Needs Assessment Survey | 2023-24:<br>97% Sense of Safety<br>96% School connectedness | 2024-25:<br>100% Sense of Safety<br>99% School Connectedness | | 2025-26:<br>>95% Sense of Safety<br>>95% School Connectedness | +3% Sense of Safety<br>+3% School Connectedness |
| 21 | Other Local Measure - Staff Survey: Sense of safety & school connectedness<br>Source: Panorama | 2023-24:<br>92% Sense of Safety<br>92% School connectedness | 2024-25:<br>95% Sense of Safety<br>95% School Connectedness | | 2025-26:<br>>90% Sense of Safety<br>>90% School Connectedness | +3% Sense of Safety<br>+3% School Connectedness |

# Goal Analysis for 2024-25

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

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

**Action 1**: This action was fully implemented. Puente implemented multiple strategies to foster a positive school climate and ensure student safety. A comprehensive behavior plan was consistently enforced to prevent bullying, keeping student safety as the top priority. Monthly recognition ceremonies celebrated student achievements, contributing to increased student engagement and improved attendance rates.

The school enriched student experiences through various programs including:

- Field trips for all grade levels
- Student-led conferences, which received consistently positive parent feedback
- Seasonal student clubs including robotics, dance, cheer, music, cooking, Girls on the Run, and arts/crafts
- Health screenings scheduled for February

The combination of these programs and activities created an engaging learning environment that encouraged regular student attendance, as evidenced by improved chronic absenteeism rates.

**Action 2**: The action was fully implemented. Parent committee attendance remained steady throughout the year. While overall participation rates were moderate, the school maintained a consistent core group of engaged parents who regularly attended committee meetings.

**Action 3**: The action was fully implemented. Puente facilitated broad parent engagement through multiple channels throughout the year. We've held introductory parent meetings and maintained consistent monthly coffee sessions with the principal. Parent access was enhanced by offering both virtual and in-person meeting options. Parent workshops were conducted 2-3 times monthly, and all school-wide events and conferences took place as scheduled. Communication with families was maintained through ParentSquare, which provided information in parents' preferred languages.

**Action 4**: The action was fully implemented. Puente Charter School maintains a commitment to providing safe and clean facilities for all students and staff. The annual Facility Inspection Tool (FIT) evaluation has been completed and is being incorporated into the School Accountability Report Card (SARC). This assessment, which is also included in the Local Control Accountability Plan (LCAP) and Local Indicators Report, ensures systematic monitoring of facility conditions. Any findings from the FIT report are addressed promptly to maintain optimal learning environments.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, nor between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for any actions under Goal 3. All actions were implemented as planned, and actual expenditures closely aligned with the budgeted amounts. As a result, no substantive explanation of material differences is required for this goal.

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

**Action 1**: PUENTE Charter's strategic approach to promoting a positive school climate, health, and safety has demonstrated significant effectiveness through its multi-tiered implementation. The integration of Social-Emotional Learning (SEL) lessons throughout the instructional day has proven particularly effective in addressing the specific growth area of self-efficacy identified by the universal SEL screener. This targeted approach has effectively built students' confidence, resilience, and problem-solving abilities, creating a more positive classroom environment.

The implementation of a teacher-led behavior management system for Tier 2 and Tier 3 behaviors has effectively reduced office referrals and classroom disruptions. By empowering teachers to address these behaviors before escalation to administrative intervention, the school has created more consistent behavior management and maintained instructional continuity. This approach has effectively built teacher capacity while fostering stronger student-teacher relationships that support positive behavioral choices.

The incentive-based field trip program tied to attendance and behavior has demonstrated remarkable effectiveness as a motivation strategy. By creating clear, attainable goals with meaningful rewards, this initiative has effectively improved both attendance rates and behavioral outcomes. Student participation data indicates that this positive reinforcement approach has successfully motivated students across multiple domains, including academic engagement, consistent attendance, and positive behavioral choices. Together, these complementary strategies have effectively created a comprehensive approach to school climate that addresses both prevention and intervention, resulting in a safer, more positive learning environment where students can thrive academically and socially.

**Action 2**: PUENTE Charter has implemented a highly effective parent engagement structure that meaningfully incorporates parent voice in school decision-making processes. The establishment of multiple advisory committees—including the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), EL Parent Advisory Committee (EL-PAC), Parent Advisory Committee (PAC), Parent Advisory Council, and CCSPP Steering Committee—has created comprehensive opportunities for diverse parent perspectives to influence school policies and programs.

The effectiveness of these advisory structures is significantly enhanced by the consistent provision of both Spanish interpreters and American Sign Language (ASL) services at all committee meetings and upon request. This language access approach has proven particularly effective in removing barriers to participation for linguistically diverse families, resulting in more representative input that reflects the full spectrum of the school community.

Data from committee participation rates and subsequent policy implementations demonstrates that these structures have effectively amplified parent voices in critical decision-making processes as required by California Education Code 52062(a)(1) and 52062(a)(2). The integration of parent feedback through these formalized channels has led to more responsive, community-aligned programs and policies that effectively address student and family needs. This multi-faceted approach to parent engagement has created an inclusive school governance model that effectively leverages family perspectives to strengthen school programs and build a collaborative school community.

**Action 3**: PUENTE Charter has implemented a highly effective parent engagement strategy that successfully connects families with their children's education through multiple complementary approaches. The consistent monthly Coffee with Administration meetings, while experiencing lower participation rates, represent just one component of a comprehensive engagement system that has demonstrated remarkable effectiveness through other channels.

The school's introductory 1:1 meetings achieved an exceptional 98% participation rate, creating strong foundational relationships between families and staff. This same outstanding participation level was maintained for student-led conferences, demonstrating the effectiveness of PUENTE's approach to meaningful parent involvement in academic progress discussions.

The implementation of varied meeting formats (virtual and in-person) has proven effective in accommodating diverse family schedules and preferences, removing barriers to participation. This flexibility, combined with consistent multilingual communication through ParentSquare, has effectively created accessible pathways for all families to engage with school information regardless of language background.

Particularly effective has been the school's responsive approach to parent workshops, offering 2-3 sessions monthly based on identified needs and direct parent requests. The high participation rates in these targeted workshops demonstrate their effectiveness in addressing family interests and building parent capacity to support student learning. Overall, PUENTE's multi-faceted parent engagement strategy has created an inclusive school community where families are effectively integrated as partners in their children's education, as evidenced by the consistently high participation across multiple engagement formats.

**Action 4**: PUENTE Charter has implemented a highly effective facilities management program that prioritizes safety, cleanliness, and operational excellence. The school's exceptional score of 100% on the annual Facility Inspection Tool (FIT) demonstrates the effectiveness of its comprehensive approach to maintaining optimal learning environments, reflecting meticulous attention to all facility standards.

Despite experiencing significant custodial staff turnover this year, the administration has effectively maintained high facility standards through strategic adaptations. The implementation of contracted services has proven particularly effective in addressing staffing gaps while maintaining consistent cleaning standards. This proactive solution, combined with regular administrative oversight of systems and procedures, has effectively ensured campus cleanliness without disruption to the learning environment.

The administration's hands-on approach to facilities monitoring has created an effective accountability system that maintains high standards even during staffing transitions. This consistent oversight has effectively prevented deterioration in facility conditions that might otherwise occur during periods of custodial staff changes.

While the school continues its efforts to fill permanent custodial positions, the current hybrid staffing model has demonstrated remarkable effectiveness in sustaining a safe, clean campus environment that supports student learning and wellbeing, as validated by the perfect FIT assessment score.

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

After reflecting on our prior practices and current progress, there are no changes planned for the 2025-26 LCAP goals, metrics, and target outcomes. The actions will provide additional details, context and align to the school's dashboard, strategic plan and feedback from its educational partners. Puente Charter School will continue to implement our established plan as previously outlined.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | **PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY** | **School Safety Measures**<br>Puente Charter School will maintain a comprehensive School Safety Plan, reviewed and revised annually with input from educational partners. A Bullying Prevention Plan will be incorporated into this safety framework. Security guards and campus aides will provide additional supervision to ensure student safety, responding directly to feedback from educational partners.<br>**Positive Climate Initiatives**<br>The school will foster student engagement through anti-bullying assemblies, monthly student recognition ceremonies, and student-led conferences where learners reflect on their progress with parents and teachers. Students will participate in standards-aligned field trips that provide enriching real-world learning experiences. School climate surveys will be administered regularly to identify strengths and areas for improvement.<br>**Health Services** | $243,577 | N |

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|---|---|---|---|---|
| | | Puente Charter School has established partnerships with the UCLA Eye Institute and USC Dental Clinic to provide essential health screenings for students. The school participates in the universal meals program, ensuring all students have access to nutritious food throughout the school day. | | |
| **2** | **PARENT INPUT IN DECISION-MAKING** | Puente Charter School values parent voice and ensures meaningful opportunities for families to participate in school governance and decision-making processes. The school facilitates parent engagement through several structured committees:<br><br>The English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) provide platforms for parents of English Learners to advise on programs and services in accordance with California Education Code 52062(a)(2).<br><br>The Parent Advisory Committee (PAC) serves as the primary parent governance body as required by California Education Code 52062(a)(1), offering input on school policies, budget priorities, and the Local Control Accountability Plan.<br><br>The Parent Advisory Council works collaboratively with school leadership on broader school initiatives and community partnerships.<br><br>The Community Schools Partnership Program (CCSPP) Steering Committee includes parent representatives who guide the implementation of the community schools' model and integration of support services.<br><br>To ensure equitable access and participation, qualified interpreters are available at all committee meetings and provided upon request for any school communication or event. | $8,500 | N |
| **3** | **PARENT ENGAGEMENT & PARTICIPATION** | **Relationship Building**<br><br>Prior to the start of the school year, teachers will schedule introductory meetings with all families to welcome them to our school, communicate expectations, build positive relationships, inform them of school resources, review the attendance policy, and identify family/student needs. | $144,383 | N |

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| | | **Engagement Opportunities**<br>Puente Charter School will provide numerous opportunities for parents (including those of Unduplicated Pupils and Students with Disabilities) to participate in their child's education through monthly Coffee with the Principal sessions, integrated services workshops covering college/career readiness, counseling services, health and wellness, nutrition, immigration rights, tenant rights, and social media.<br>Families will be invited to participate in schoolwide events including monthly Family Nights, Back to School Night, Open House, Meet & Greet gatherings, monthly student recognition ceremonies, winter and spring student showcases, and student-led conferences.<br><br>**Communication Systems**<br>The Operations Coordinator will conduct outreach efforts with families, provide interpreter services, distribute the monthly newsletter, and monitor ParentSquare, including maintaining the calendar of events. Parents will have access to Infinite Campus Parent Portal where they can view their child's academic progress, attendance records, and communicate with staff.<br>All correspondence sent to families will be provided in English and translated to Spanish, as identified by our primary language survey and the "15% and above translation needs" criteria. Interpreter services, including American Sign Language (ASL), are available for all parent events and upon request. | | |
| **4** | **MAINTAINING A SAFE & CLEAN FACILITY** | Puente Charter School is committed to providing a safe, clean, and well-maintained learning environment for all students and staff. The school implements comprehensive facility maintenance protocols and security measures to ensure campus safety.<br>The facilities team conducts regular inspections and performs prompt repairs to address any issues identified. Annual completion of the Facility Inspection Tool (FIT) report provides formal documentation of facility conditions, with results reported transparently on the School | $510,662 | N |

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|---|---|---|---|---|
| | | Accountability Report Card (SARC), Local Control Accountability Plan (LCAP), and Local Indicators Report on the California School Dashboard.<br><br>Daily custodial services maintain cleanliness throughout all campus areas, with enhanced cleaning protocols implemented in high-traffic zones. Security systems and procedures are regularly reviewed and updated to address evolving safety concerns, as informed by stakeholder feedback and best practices in school safety.<br><br>The school administration works closely with maintenance staff to prioritize facility improvement projects that enhance the learning environment while maintaining fiscal responsibility. This proactive approach to facility management ensures Puente Charter School provides an optimal setting for student achievement and wellbeing. | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $1,209,606 | $149,928 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 36.959% | 0% | $0 | 36.959% |

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

# Required Descriptions

**LEA-wide and Schoolwide Actions**

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| Goal 1, Action 2 | As evidenced in the 2024 CA School Dashboard, there are achievement gaps among EL and SED student groups for both ELA and Mathematics.<br><br>2023-24 ELA CAASPP<br>DFS<br>All Students -0.7<br>Hispanic -1.3<br>EL -35.2<br>SED -6.5 | **Assessment and Identification**<br><br>Puente Charter School will implement a systematic approach to identify and support students with academic needs through our Multi-Tiered System of Supports (MTSS) framework. Universal academic screeners (NWEA MAP, Fountas & Pinnell) will establish student baseline performance, identify specific learning gaps, facilitate MTSS referrals, establish personalized annual growth targets, and measure program effectiveness. | The metrics that will be used to monitor effectiveness:<br>• #1: CAASPP ELA Assessment: Distance from Standard (DFS)<br>• #2: CAASPP Math Assessment: Distance from Standard (DFS) |

| | | | |
|---|---|---|---|
| | <table><tr><td colspan="2">2023-24 Math CAASPP</td></tr><tr><td></td><td>DFS</td></tr><tr><td>All Students</td><td>-13.2</td></tr><tr><td>Hispanic</td><td>-14.4</td></tr><tr><td>EL</td><td>-37.2</td></tr><tr><td>SED</td><td>-15</td></tr></table> | **Tiered Support Structure**<br>Classroom teachers will deliver high-quality Tier 1 core instruction for all students and provide Tier 2 targeted support for some students through small-group instruction. Paraprofessionals will assist classroom teachers by supporting both Tier 1 and Tier 2 instruction through focused small-group and/or one-on-one assistance. The dedicated Intervention Teacher will provide intensive Tier 3 academic support for identified students with significant needs in reading and mathematics.<br>This action will be provided on a schoolwide basis because it will benefit all students and student groups to improve academic outcomes and close achievement gaps. | |
| Goal 1, Action 3 | Puente Charter School received an ORANGE Performance level for chronic absenteeism on the 2024 CA Schools Dashboard across all student groups: All Students (32.2%), English Learners (33.3%), Socioeconomically Disadvantaged (32.2%), and Hispanic (31.7%). Following a comprehensive needs assessment and root cause analysis, we recognize that chronic absenteeism requires individualized attention and targeted interventions.<br><table><tr><td colspan="2">2023-24: Chronic Absenteeism</td></tr><tr><td>Student Group</td><td>Rate</td></tr><tr><td>All Students</td><td>32.2%</td></tr><tr><td>Hispanic</td><td>31.7%</td></tr><tr><td>EL</td><td>33.3%</td></tr><tr><td>SED</td><td>32.2%</td></tr><tr><td>SWD</td><td>40.0%</td></tr></table> | Prior to the 2025-26 school year, our leadership team will identify at-risk families requiring additional resources and focus on building stronger relationships with these families. We will establish regular communication channels that foster engagement beyond problem-focused interactions, allowing us to better understand and support their unique challenges. A Family Attendance Survey will be administered during orientation to understand family perspectives on attendance policies, enabling our team to address misconceptions early in the school year.<br>Once school begins, we will implement a preventative approach through our MTSS framework. This includes early identification of at-risk students, targeted family communication, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine interventions. Teachers will contact families when students are absent with positive | The metrics that will be used to monitor effectiveness:<br>• #8: Chronic Absenteeism Rates |

| | | | |
|---|---|---|---|
| | | messages emphasizing that the student was missed. They will also utilize attendance charts and provide incentives to encourage regular attendance.<br><br>**Social-Emotional Learning Supports**<br><br>Puente is committed to strengthening social-emotional supports through schoolwide implementation of the Second Step SEL Curriculum, Calm Classroom practices, and restorative justice community circles.<br><br>The School Counselor (Title I Funded: $99,276) will lead monthly theme-based classroom lessons and facilitate regular social skills groups for students identified for Tier 3 supports. Additionally, the Counselor will guide SEL curriculum implementation with teachers and host monthly "Coffee with the Counselor" sessions to connect with families and provide referrals to Care Solace for mental health services.<br><br>**Behavioral Support System**<br><br>The Vice Principal will oversee student discipline, Positive Behavioral Interventions and Supports (PBIS), and school culture initiatives. The Behavior Interventionist will collaborate with teachers to develop and implement individualized student behavior plans while modeling effective classroom strategies to address behavioral challenges.<br><br>Working with the Vice Principal, the Behavior Interventionist will develop schoolwide practices to improve student interaction skills and help identify and modify negative learned behaviors. They will provide professional development on addressing behavioral challenges and implementing consistent classroom structures. The | |

| | | | |
|---|---|---|---|
| | | Behavior Interventionist will also facilitate parent/staff engagement activities to foster a culture of community and respect, monitor daily student attendance, lead SART meetings, conduct family meetings including home visits, and ensure adherence to the school's attendance policy. | |

**Limited Actions**

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| N/A | Not applicable | Not applicable | Not applicable |

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

Not applicable

**Additional Concentration Grant Funding**

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

Puente Charter School will use additional grant add-on funds to fund Paraprofessionals to provide tiered small group intervention and support (See Goal 1, Action 2).

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | Not applicable to charter schools | Not applicable to charter schools |
| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable to charter schools | Not applicable to charter schools |

# 2024-2025 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 6,097,034.00 | $ 6,097,034.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1 | ASSESSMENTS OF LEARNING | No | $ 4,185 | $ 4,185 |
| 1 | 2 | MTSS: ACADEMIC INTERVENTIONS | Yes | $ 2,255,622 | $ 2,255,622 |
| 1 | 3 | MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS | Yes | $ 832,046 | $ 832,046 |
| 1 | 4 | SPECIAL EDUCATION SERVICES | No | $ 470,807 | $ 470,807 |
| 1 | 5 | EL/ELD SUPPORT SERVICES | No | $ 113,970 | $ 113,970 |
| 1 | 6 | BROAD COURSE OF STUDY | No | $ 32,500 | $ 32,500 |
| 2 | 1 | CORE EDUCATIONAL PROGRAM: EDUCATORS | No | $ 1,362,346 | $ 1,362,346 |
| 2 | 2 | PROFESSIONAL LEARNING | No | $ 114,000 | $ 114,000 |
| 2 | 3 | CORE CURRICULAR NEEDS | No | $ 32,000 | $ 32,000 |
| 2 | 4 | CLOSING THE DIGITAL DIVIDE | No | $ 128,828 | $ 128,828 |
| 3 | 1 | PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY | No | $ 135,327 | $ 135,327 |
| 3 | 2 | PARENT INPUT IN DECISION-MAKING | No | $ 8,500 | $ 8,500 |
| 3 | 3 | PARENT ENGAGEMENT & PARTICIPATION | No | $ 191,903 | $ 191,903 |
| 3 | 4 | MAINTAINING A SAFE & CLEAN FACILITY | No | $ 415,000 | $ 415,000 |

## 2024-2025 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) |
|---|---|---|---|---|---|
| $1,145,134.00 | $ 1,145,748 | $ 1,145,748 | $0.00 - No Difference | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) |
|---|---|---|---|---|---|
| 1 | 2 | MTSS: ACADEMIC INTERVENTIONS | Yes | $ 845,979 | $ 845,979.00 |
| 1 | 3 | MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS | Yes | $ 299,769 | $ 299,769.00 |

## 2024-2025 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $ 3,138,880 | $ 1,145,134 | 0.000% | 36.482% | $ 1,145,748 | 0.000% | 36.502% | $0.00 - No Carryover | 0.00% - No Carryover |

## 2025-2026 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| 2025-2026 | $ 3,272,834 | $ 1,209,606 | 36.959% | 0.000% | 36.959% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 3,713,829 | $ 1,134,947 | $ - | $ 444,869 | $ 5,293,645.00 | $ 3,256,214 | $ 2,037,431 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | ASSESSMENTS OF LEARNING | All | No | | | | | $ - | $ 4,500 | $ 4,500 | $ - | $ - | $ - | $ 4,500 | 0.000% |
| 1 | 2.1 | MTSS: ACADEMIC INTERVENTIONS | All | No | | | | | $ 37,862 | $ 527,975 | | $ 565,837 | $ - | $ - | $ 565,837 | 0.000% |
| 1 | 2.2 | MTSS: ACADEMIC INTERVENTIONS | All | Yes | Schoolwide | All | Puente Charter School | 2025-26 | $ 879,240 | $ 13,030 | $ 879,270 | $ 13,000 | $ - | $ - | $ 892,270 | 0.000% |
| 1 | 3.1 | MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS | All | No | | | | | $ 177,365 | $ 39,000 | $ 84,089 | $ 33,000 | $ - | $ 99,276 | $ 216,365 | 0.000% |
| 1 | 3.2 | MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS | All | Yes | Schoolwide | All | Puente Charter School | 2025-26 | $ 381,187 | $ - | $ 330,336 | $ 50,851 | $ - | $ - | $ 381,187 | 0.000% |
| 1 | 4 | SPECIAL EDUCATION SERVICES | SWD | No | | | | | $ 174,089 | $ 320,000 | $ 142,809 | $ 5,687 | $ - | $ 345,593 | $ 494,089 | 0.000% |
| 1 | 5 | EL/ELD SUPPORT SERVICES | EL | No | | | | | $ 88,981 | $ 28,000 | $ 108,082 | $ 8,899 | $ - | $ - | $ 116,981 | 0.000% |
| 1 | 6 | BROAD COURSE OF STUDY | All | No | | | | | $ - | $ 62,000 | $ - | $ 62,000 | $ - | $ - | $ 62,000 | 0.000% |
| 2 | 1 | CORE EDUCATIONAL PROGRAM: EDUCATORS | All | No | | | | | $ 1,132,422 | $ 160,000 | $ 1,253,378 | $ 39,044 | $ - | $ - | $ 1,292,422 | 0.000% |
| 2 | 2 | PROFESSIONAL LEARNING | All | No | | | | | $ - | $ 105,000 | $ 105,000 | $ - | $ - | $ - | $ 105,000 | 0.000% |
| 2 | 3 | CORE CURRICULAR NEEDS | All | No | | | | | $ - | $ 48,000 | $ 48,000 | $ - | $ - | $ - | $ 48,000 | 0.000% |
| 2 | 4 | CLOSING THE DIGITAL DIVIDE | All | No | | | | | $ 81,108 | $ 47,720 | $ 116,828 | $ 12,000 | $ - | $ - | $ 128,828 | 0.000% |
| 3 | 1 | PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY | All | No | | | | | $ 163,077 | $ 80,500 | $ 204,846 | $ 38,731 | $ - | $ - | $ 243,577 | 0.000% |
| 3 | 2 | PARENT INPUT IN DECISION-MAKING | All | No | | | | | $ - | $ 8,500 | $ - | $ 8,500 | $ - | $ - | $ 8,500 | 0.000% |
| 3 | 3 | PARENT ENGAGEMENT & PARTICIPATION | All | No | | | | | $ 140,883 | $ 82,544 | $ 130,294 | $ 93,133 | $ - | $ - | $ 223,427 | 0.000% |
| 3 | 4 | MAINTAINING A SAFE & CLEAN FACILITY | All | No | | | | | $ - | $ 510,662 | $ 306,397 | $ 204,265 | $ - | $ - | $ 510,662 | 0.000% |

## 2025-2026 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $ 3,272,834 | $ 1,209,606 | 36.959% | 0.000% | 36.959% | $ 1,209,606 | 0.000% | 36.959% | **Total:** | $ 1,209,606 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ - |
| | | | | | | | | **Schoolwide Total:** | $ 1,209,606 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 2.2 | MTSS: ACADEMIC INTERVENTIONS | Yes | Schoolwide | All | Puente Charter School | $ 879,270 | 0.000% |
| 1 | 3.2 | MTSS: SEL, BEHAVIORAL, & MENTAL HI | Yes | Schoolwide | All | Puente Charter School | $ 330,336 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

## *Requirements and Instructions*

### General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

## Reflections: Technical Assistance

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

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

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

### Comprehensive Support and Improvement

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

### *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

**For English Learners and Long-Term English Learners**

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

**For Technical Assistance**

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

**For Lowest Performing Dashboard Indicators**

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

**For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

## Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

## LEA-wide and Schoolwide Actions

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

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

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

## For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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