

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUENTE Charter

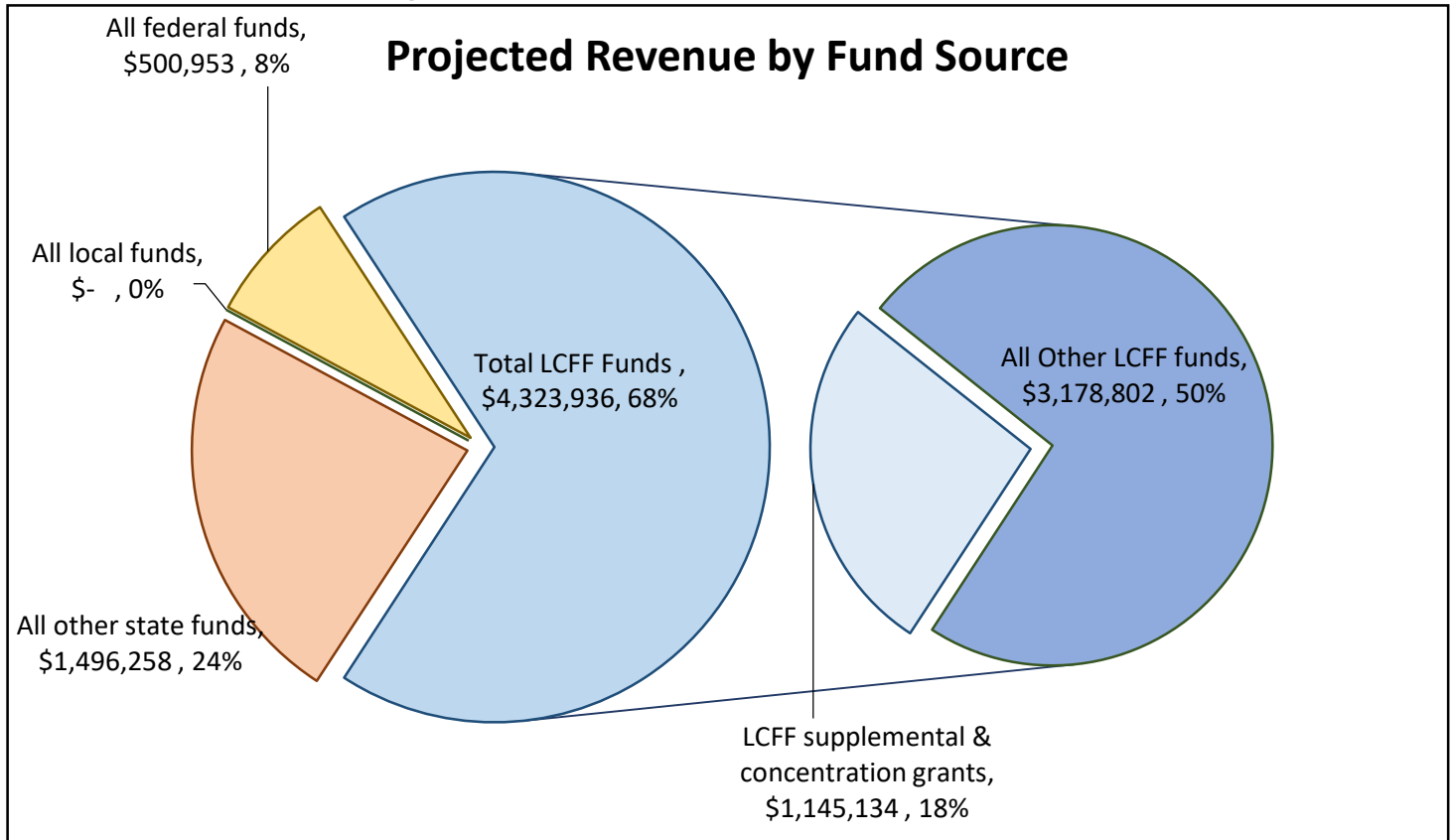
CDS Code: 19 64733 6120471

School Year: 2024-25

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 2024-25 School Year

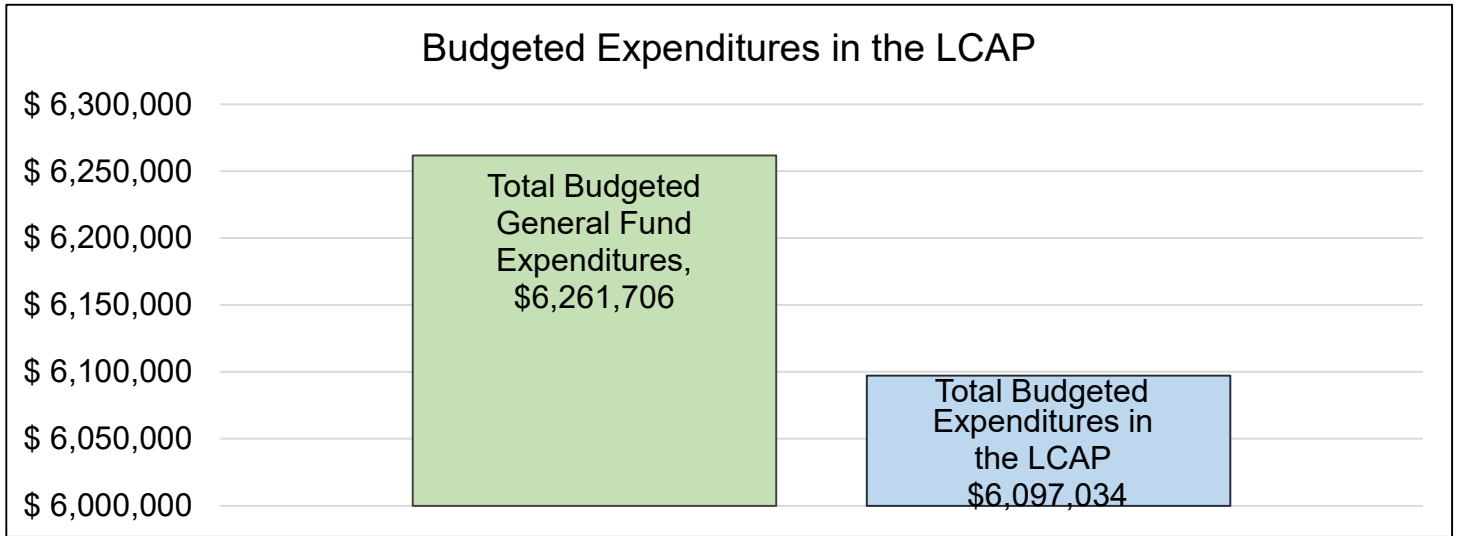


This chart shows the total general purpose revenue PUENTE Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for PUENTE Charter is \$6,321,147.00, of which \$4,323,936.00 is Local Control Funding Formula (LCFF), \$1,496,258.00 is other state funds, \$0.00 is local funds, and \$500,953.00 is federal funds. Of the \$4,323,936.00 in LCFF Funds, \$1,145,134.00 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 2024-25. 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 \$6,261,706.00 for the 2024-25 school year. Of that amount, \$6,097,034.00 is tied to actions/services in the LCAP and \$164,672.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

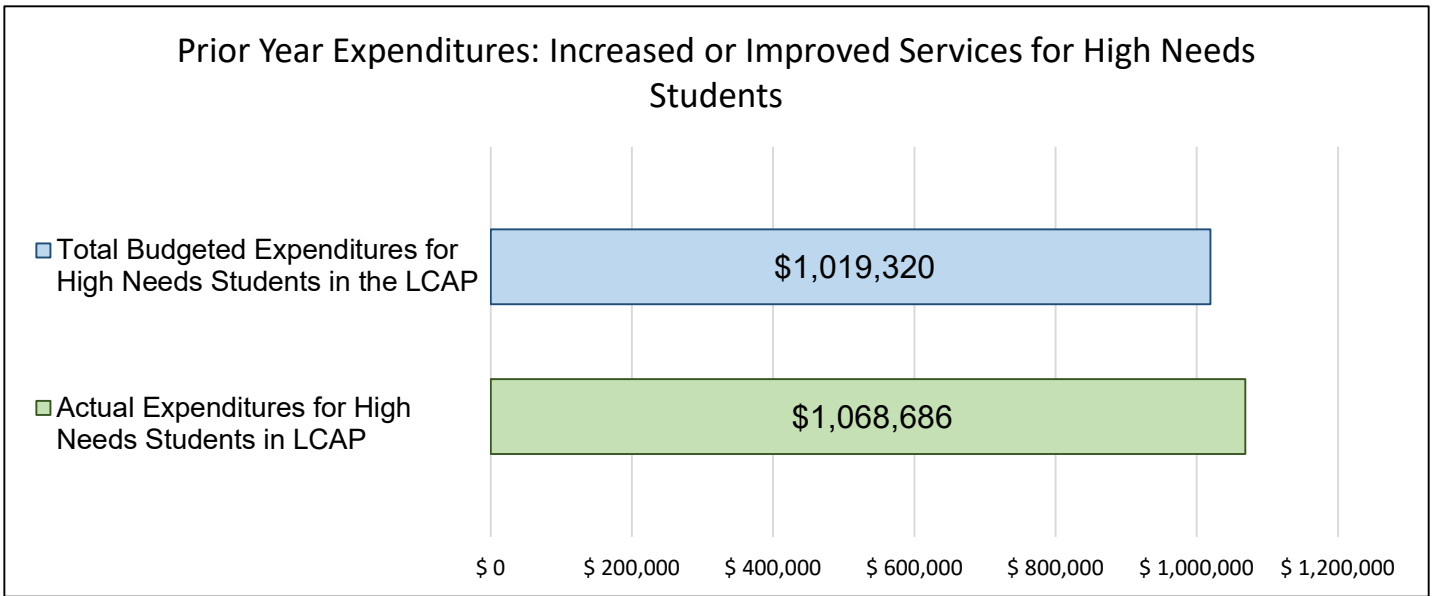
Staffing expenses related to finance and administration and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, PUENTE Charter is projecting it will receive \$1,145,134.00 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 \$1,145,748.00 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 2023-24



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 2023-24, PUENTE Charter's LCAP budgeted \$1,019,320.00 for planned actions to increase or improve services for high needs students. PUENTE Charter actually spent \$1,068,686.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	Continue to implement a “whole child approach” through MTSS, addressing the academic, social-emotional, behavioral, and/or mental health needs of our students through standards-aligned culturally relevant learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2019-20: not administered	2020-21: 42.86% Met or exceeded standard	2021-22: 54.95% Met or exceeded standard	2022-23: 42.97% Met or exceeded standard	45%
CAASPP Math Source: CDE	2019-20: not administered	2020-21: 28.57% Met or exceeded standard	2021-22: 47.78% Met or exceeded standard	2022-23: 39.06% Met or exceeded standard	40%
CA Science Test: Gr 5 Source: CDE	* Not applicable Puente served TK-3	* Not applicable Puente served TK-3	Not applicable Puente served TK-4	2022-23: 20.93% Met or exceeded standard	2022-23 results will serve as a baseline
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2019-20: not administered	2020-21: 2.94% Proficient	2021-22: 36.47% Proficient	2022-23: 26.19% Proficient	15%
Reclassification Rate Source: Dataquest	2019-20: 33.8%	2020-21: 12.1%	2021-22: 36.47%	2022-23: 21.19%	15%

% EL with access to CCSS & ELD Standards Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%				
Attendance Rate Source: CALPADS	2019-20: 97.2%	2020-21: 96%	2021-22: 94%	2022-23: 92%	%				
Chronic absenteeism Rate. Source: Dataquest	2018-19: 16.8%	2020-21: 11.7%	2021-22 CHRONIC ABSENTEEISM		2022-23 CHRONIC ABSENTEEISM		10%		
				Number	Rate			Number	Rate
			Schoolwide	52	21.2%	Schoolwide		102	34.1%
			Hispanic	47	19.8%	Hispanic		96	33.1%
			English Learners	18	20.0%	English Learners		3618	41.4%
			SWD	8	30.8%	SWD		16	42.1%
			SED	48	22.7%	SED		90	35.9%
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	<1%				
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%				

Goal Analysis

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

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

Action 1: Puente Charter School has fully implemented this action. Running Records, and sound/letter and number recognition assessments have been administered since they are instrumental in identifying students for additional support for differentiation, small group instruction, ELOP, tutoring, and MTSS referral. We have implemented data review meetings in addition to the data analysis protocol to identify level/type of Tier 1, 2 & 3 supports needed for the student groups. In addition, the assessment calendar shared with the team at the start of the school year.

Action 2: Puente Charter School received an ORANGE performance level for the ELA Academic Indicator; and a YELLOW performance level for the Math Academic Indicator on the 2023 CA School Dashboard. We attribute a portion of the decline to our newly enrolled 5th grade cohort. Last year we expanded by one grade level (5th grade) and the teachers were also new to that grade. This year we have invested our resources and shifted our focus to unpacking the math standards, reviewing the revised Math Framework and unpacked the SBAC assessments. This year we've adopted a new math curriculum, Eureka squared. (previously GoMath).

For ELA, we've incorporated Benchmark Phonics and identified foundational skills as an area of growth across all grade levels, which is now being implemented schoolwide K-5. The school's administrator conducts classroom observations and have verified that Benchmark Phonics is being used with fidelity.

We utilize universal screeners to measure student progress in learning and identify achievement gaps. Both Tier 1 and Tier 2 supports are implemented for math and ELA. As a recipient of the MTSS SUMS Grant, we have systemized MTSS with differentiated instruction. The entire staff is participating in MTSS training modules.

Using the MTSS framework for academics - we conduct Data Review Meetings to closely monitor student progress and areas of growth on a regular basis. During these meetings, the teachers get support from the Intervention Coach in strategic lesson planning. Students identified for Tier 3 intervention receive those services from the Intervention Coach. We continue to offer all students with access to the expanded learning opportunities program (ELOP) which we partner with Think Together. The GATE Program has been developed and students have been screened and assessed. We plan to design and implement supports for GATE students

- Action 3: Puente received a BLUE Performance Level on the 2023 CA School Dashboard for the Suspension Rate Indicator reflecting 0% Suspension Rate in 2022-23. This year we hired a full-time counselor who provides counseling services for our students and meets with families (Coffee with the Counselor) and leads SEL lessons with staff. The Counselor also supervises and manages Care Solace. The Integrated Services Coordinator connects families with resources and workshops to address student barriers to learning.

However, we received a RED Performance Level for the Chronic Absenteeism Indicator for all student's category and each student group. This year we continue to implement our revised comprehensive plan that emphasizes prevention, early intervention, postvention, increased parent engagement, targeted support and student engagement. The early identification component involves implementing a system to recognize students at risk of chronic absenteeism early in the academic year, enabling us to intervene promptly. Our commitment to parent engagement involves establishing regular communication channels with parents, underscoring the importance of attendance, and providing resources to assist them in overcoming attendance challenges. To enhance student support, our SART team continues to work closely with at-risk students, identifying each student's specific challenges to create personalized and effective support plans. Additionally, we have introduced incentives for positive reinforcement strategies and recognition initiatives to motivate students towards achieving daily attendance. Another strategy we've implemented are after-school clubs which include Cooking, Spanish, Jewelry Making, Sports, Coding/Drone Club, and Homework clubs to name a few. The clubs are facilitated by teachers and staff as part of their schedule. Students are encouraged to participate in these clubs, as part of the ELOP programming. This strategy has been successful with improving daily student attendance, in addition to school climate and student engagement. We have been unable to find a Vice Principal to support with culture, discipline and behavior management.

-Action 4: PUENTE's SPED Director works closely with LAUSD SELPA, ensures compliance and provides support for our students. This year we have increased the frequency (amount) of providing SWD with additional pull-out support. SWD students performing significantly below grade level receive half of their services in the classroom and the remaining in the resource room, to provide tiered individualized instruction. SWD continue to receive Tier 2 support in the classroom (through push-in).

- Action 5: Puente provides its English Learners (EL) with designated and integrated ELD. This year the EL Master plan was reviewed and revised; and discussed with the ELAC. There have been additional professional development opportunities for our teachers including coaching and classroom peer observations, ELD training, and effective instructional strategies including the use of visual aids, graphic organizers, and real-life examples to reinforce vocabulary. Our paraprofessionals also receive instructional coaching. We've implemented a structures ELD schedule; whereby teachers receive coaching before a classroom observation, and the use of peer observations allows them to learn from their colleagues.

This year we've designed a tool to monitor EL student performance using multiple types of data points which is then reported to the MTSS. To prepare our ELs and reduce testing anxiety, the ELPAC Coordinator introduced an Interim ELPAC assessment to our ELs, engaging students in small groups to enhance reading, writing, listening, and speaking skills. Test-taking strategies were integrated, and data from these assessments were shared with teachers for targeted intervention with struggling EL students.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: Has been successful, and consistent with the use of assessment tools. The data has been analyzed in a timely manner and is used to make instructional decisions.

A challenge is being strategic with assessment tools and using those that provide us with authentic data. During distance learning it was challenging to use computerized assessment tools remotely. The results were not a reflection of the students' knowledge. Administering the assessments in person have also brought challenges. We are working on determining the most effective way to assess students.

- Action 2: We have a program information guide, assessment and designated GATE lead. The instructional team have also been participating in professional development that focuses on RTI 1&2 interventions. There are also quarterly data review meetings with each grade level. During this time, we review NWEA, MAP, ICA and teacher created assessment data to determine the level of support needed for students. The school uses a tracker system to capture growth. We were expanding every school year which made it challenging to fully develop and implement the GATE program.

- Action 3: Full time counselor on site. Integrated services are scheduled for the 3rd Tuesday of every month. There is also a monthly food distribution.

Challenge: We have been unable to find a Vice Principal to support with culture, discipline and behavior management. We continue to struggle with chronic absenteeism despite the revision of attendance policies and protocols, despite the implementation of SART meetings and student incentives for good attendance.

- Action 4: We now have a Director of SPED. We provide a high-quality program and the appropriate supports for educators.

Challenge: Due to the school expansion, we have seen an increase of students with special needs every year. We exceed the states requirement (28 students) for each credentialed resource teacher. This year, we had to hire a part-time RSP teacher to provide service minutes. We also see an increase in families seeking SPED assessments for their child.

- Action 5: The reclassification rate has consistently been above state average.

Challenge: With the school expansion also came the increase of ELLs. Some 5th graders have been unable to reclassify.

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

Goal 1 was revised to align to the CA MTSS Framework and CA Community Schools Framework and ensure fidelity to the work the school is accomplishing to improve student outcomes. Actions and metrics were revised to align to this goal. In addition, per CDE new guidelines, a metric for Priority 8 was added – participation rate on PFT (grade 5 assessment). With the return of the CA School Dashboard, distance from standard metrics for the ELA and Math Academic Indicators will be reported on the 2024-25 LCAP which is a more accurate measure of student performance. For the 2024-25 dashboard – metrics will include numerically significant student groups as reported in the CA School Dashboard performance level. This change was made for purposes of transparency and alignment between the LCAP metrics and the dashboard. Additionally, for the 2024-25 LCAP, Puente will continue to develop a one-year LCAP that includes “target for Year 1 Outcome,” rather than three years.

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 for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24					
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24:100%	100%					
% Of students with access to Standards-aligned materials: Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%					
Implementation of the Academic content & performance Standards – measured using (Source) CDE’s Local Indicator Priority 2	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards		2023-24 Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	4	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	4	ELD	4	ELD	4	ELD	5
	Math	4	Math	5	Math	4	Math	5	Math	5
	NGSS	4	NGSS	4	NGSS	3	NGSS	5	NGSS	4
	History	4	History	4	History	5	History	4	History	4
	Health	3	Health	3	Health	3	Health	3	Health	4
	PE	4	PE	4	PE	4	PE	4	PE	4
	VAPA	4	VAPA	4	VAPA	5	VAPA	4	VAPA	4
	% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%				

Source: Master Schedule					
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Goal Analysis

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

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

All 5 actions were fully implemented:

- Action 1: Puente currently employs a principal and credentialed classroom teacher. This past year we achieved a 100% teacher retention and leadership retention from the previous year. We are on track to provide 180 instructional days that exceeds the 175 required days for charter schools. Our teachers participated in 10 days of summer professional learning and we're on track to provide the 6 non-instructional days for professional development in addition to weekly professional learning with teachers and leadership.
- Action 2: Puente provides its teachers and administrators with robust meaningful professional learning opportunities aligned to schoolwide areas of focus, identified teacher and student needs. We have fully implemented the contents of this action. We're highly committed to the MTSS comprehensive schoolwide training which has been integrated into all aspects of the school: lesson planning, use of universal screeners, tiered supports, and professional learning opportunities offered. The MTSS staffwide training is an 18-month commitment.
- Action 3: Puente provides all students with access to standards aligned curricular and instructional materials. Annually, purchases are made to ensure sufficient inventory. This has also been reported to the Williams inspection; and is reported annually on the LCAP, SARC and Local Indicators Report.
- Action 4: All students have access to a technology device to access curricular, instructional materials, including supplemental online applications, and for state testing. The IT Team ensures all devices are maintained, and ready for student use.
- Action 5: Puente provides all students with a broad course of study beyond core subjects that includes at least two enrichments for every grade level annually. We utilize student climate surveys to identify enrichment areas of interest as we plan for the upcoming school year. Enrichments this year include Music (TK-5), Dance (1-5), Soccer (TK-1), and Art (gr 5).

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: We have a fully expanded TK-5th grade school. There is a clear alignment of instructional practices in TK-5th grade. Instructors receive coaching and planning support in addition to the professional development meetings.

Challenge: After distance learning, it was challenging to fill teaching positions with high quality instructors. Puente constantly experienced turnover in 2nd and 4th grade.

- Action 2: The instructional team has provided positive feedback on the professional development opportunities provided and have also voiced what they would like to incorporate. It is an ongoing process to ensure the teachers get the support they need to be high caliber instructors.

Challenge: As we added new grade levels, it was challenging to support all teachers based on their proficiency. Since we had new teachers every year of expansion, it was challenging to meet every student's needs,

- Action 3: All grades use the same curriculum resources. The resources have been piloted by teachers and approved by the instructional team.

Challenge: We had outdated curriculum resources for math and science. It was challenging to expand grade levels and also incorporate high quality curriculum resources. We needed to ensure a strategic roll out of resources.

- Action 4: We were able to purchase additional laptops every year as the school grew. In addition, we installed GoGuardian and trained the staff. The students also have access to instructional programs such as IXL Math, Science, and ELA.

Challenge: It has been challenging to keep all devices in good shape. We are often replacing laptops.

- Action 5: Most students enjoy our new partnership with The Neighborhood music school. All students in TK-5 have weekly music class which involves singing and playing a variety of lessons.

Challenge: It has been challenging identifying enrichment classes based on student interest. There were partnerships that were not able to work with our growing school as they only served specific grade levels.

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

Goal 2 was revised to align to the school's shift to CA MTSS Framework and CA Community Schools Framework and ensure fidelity to the work the school is accomplishing to improve student outcomes and maintain high teacher retention rates. Actions and metrics were revised to align to this goal. Per CDE newly revised guidance, for Priority 1 – Puente Charter School will use CDE's TAMO data which is reported by the CDE on the Local Indicators Report annually. The decision was made to use TAMO data for purposes of transparency and alignment of the school's LCAP Metrics to align with the CA School Dashboard Local Indicators reporting. Additionally, for the 2024-25 LCAP, Puente will continue to develop a one-year LCAP that includes "target for Year 1 Outcome," rather than three years.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Engage educational partners to design and implement strategies to engage parents/families in our school community and solicit input in decision-making that will impact student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student Survey: Student Perception of School Safety & Connectedness Source: Internal Survey	2020-21: Not reported - Sense of safety Not reported - School connectedness	2021-22: 97.7% Sense of safety 100% School connectedness	2022-23: 94% Sense of Safety 97% School Connectedness	<u>2023-24:</u> 100% Sense of Safety 100% School connectedness	>85%
Parent Survey: Sense of safety & school connectedness Source: Internal Survey	2020-21: 95% Sense of safety 80% School connectedness	2021-22: 94.5% Sense of safety 83.4% School connectedness	2022-23: 99% Sense of Safety 92% School Connectedness	<u>2023-24:</u> 97% Sense of Safety 96% School connectedness	>85%
Teacher/staff Survey: Sense of safety & school connectedness Source: Internal Survey	2020-21: 100% Sense of safety 95% School connectedness	2021-22: 100% Sense of safety 96% School connectedness	2022-23: 100% Sense of Safety 100% School Connectedness	<u>2023-24:</u> 92% Sense of Safety 92% School connectedness	>85%
Parent Input in Decision-making including UP & SWD: As measured by (Source) CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 4 7. 5 8. 5	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 4 7. 5 8. 3	Overall Ranking 4+
Parent Participation in Programs for Unduplicated Pupils	2020-21: CDE's Self-reflection Tool (Questions 1-4)	2021-22: CDE's Self-reflection Tool (Questions 1-4)	2022-23: CDE's Self-reflection Tool (Questions 1-4)	2023-24: CDE's Self-reflection Tool (Questions 1-4)	Overall Ranking 4+

& SWD: As measured by (Source) CDE's Priority 3: Self-reflection Tool	1. 4 2. 4 3. 4 4. 4	1. 5 2. 5 3. 5 4. 4	1. 5 2. 5 3. 5 4. 5	1. 5 2. 4 3. 5 4. 5	
Facilities in "good" repair as measured by FIT (source)	2020-21: Exemplary	2021-22: Exemplary	2022-23: Exemplary	2023-24: Exemplary	Good

Goal Analysis

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

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

All 4 actions have been fully implemented:

- Action 1: Puente creates and promotes a positive school climate as evidenced by the 0% suspension and expulsion rate, resulting in a BLUE Performance Level on the 2023 CA School Dashboard. An area for growth as identified in the FIA and SIT (part of the MTSS Implementation) is that there is a need to improve student engagement. This year we've implemented schoolwide Assemblies, student recognition ceremonies, school climate surveys, and student-led conferences where students demonstrate their learning and take ownership. We have reviewed and revised the Comprehensive School Safety Plan in collaboration with the VP of Programs at PLC, The plan is presented to the entire staff and drills and protocols are implemented regularly.

- Action 2: Puente has implemented ELAC/DELAC/EL-PAC, PAC and CCSPP Steering committee with parent representatives serving in all committees. As a current CCSPP Planning grantee, we are continuing to build capacity in this area, as part of the 4 Pillars of Community Schools.

- Action 3: Puente has fully implemented this action. We start the school year with Introductory meeting and is followed by monthly Family Nights and Coffee with the Administration. Our Operations Coordinator and Community Resource Coordinator have instrumental in communicating and connecting our student's families.

With the recent decline in student performance as measured by the academic indicators on the 2023 CA School Dashboard, we informed families of this decline during several parent venues including Coffee with the Administration. We also issue student achievement reports after each assessment another method of communicating and engaging families in their child's education. During monthly Family Nights we provide families with tools to support their child academically at home and have set up parent workshops to introduce these tools through Math Family Night, Reading Family Night, and Writing Family Night. This year we've also been communicating with families on the importance of daily student attendance and the impact of chronic absenteeism including decline in student academic performance, learning gaps, disruptive behavioral issues, including a decline in student engagement and have presented the Attendance policy monthly. This now included in the monthly parent newsletters.

- Action 4: Puente provides all students and staff with a safe and clean school facility that adheres to all state and local health department requirements. Puente completes the annual facilities inspection (FIT) Report and results are reported on the SARC, LCAP and Local Indicators Report, annually.

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: A Bullying Prevention plan was developed and incorporated in the comprehensive school safety plan. We have an additional security guard this academic school year. Student led conferences consistently occur 2 times per year, in the fall and winter. Parents and staff have given great feedback on such conferences as they foster positive relationships between families and school.

Challenge: We are working on having field trips for students that are aligned to core content.

- Action 2: With the expansion of the school, we have been adding parent involvement in a more intentional way.

Challenge: With the growth of the school, and parent engagement it has been challenging to use input in a meaningful manner that aligns with school goals.

- Action 3: Parent Square was adopted two years ago and has been key in connecting families to information.

Challenge: It was challenging to implement a new parent communication system and onboarding all stakeholders in addition to creating a protocol for its use. We are working on having more parents participate in the workshops, meetings and activities available to them.

- Action 4: PUENTE received a 97.79% FIT score this academic school year.

Challenge: With the school expanding, it was challenging to keep up with the increase needs to keep the building clean. Additional janitorial personnel were hired.

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

Goal #3 - was revised to align to the school's shift to CA MTSS Framework and CA Community Schools Framework and ensure fidelity to the work the school is accomplishing to strengthen home-school connections. However, for Priority 3 – the metric that measures parent input in decision-making we changed the metric from questions #5-8 on the Local Indicators to questions #9-12 which is a more accurate list of questions that measures this state priority. Additionally, for the 2024-25 LCAP, Puente will continue to develop a one-year LCAP that includes "target for Year 1 Outcome," rather than three years.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

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 (323) 7880-0076

Plan Summary 2024-25

General Information

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

Puente Charter School is situated within the community of Boyle Heights and East Los Angeles, serving 294 students in grades TK-5. Our current student demographics reflect 98% Hispanic, 1% White, 1% African American, 10% Students with Disabilities (SWD), 25% English Learners (EL), and 84% Socioeconomically Disadvantaged.

Puente provides all students with academically challenging curriculum that supports the intellectual, social, and emotional growth of each child. Our school is committed to achieving academic excellence by combining the Common Core state standards with project-based learning that promotes creative exploration, digital literacy, and problem-solving skills to help students develop a life-long love of learning.

Puente Charter Elementary was founded in 2002 by dedicated educators and parents wishing for a high achieving school in the community. Puente Charter Elementary has the distinction of being the first charter school located in Boyle Heights. Combined with Puente Learning Center, founded in 1985, purposeful partnerships have been established with community stakeholders and leaders to connect children and families to learning opportunities and resources, building bridges to education for students to lead and succeed.

As we reflect on the opening of our charter school over 20 years ago, it is incredible to see how far we have come. Established from our community’s request to continue supporting a strong early learning foundation from our Puente Preschool Readiness program, Puente Charter School offered kindergarten-grade services to the Boyle Heights community from 2002-2017, leaving families with limited high-quality options for their children's education beyond those early years. With the continued support from our community, and a successful material revision to our charter, Puente began the slow-growth expansion to add grades 1 through 5 and fulfill the pledge to support our students and families with high-performing school services, including meaningfully addressing the needs of our English Learners.

Puente Charter School was the recipient of the [SUMS MTSS grant](#) to provide comprehensive staff wide training on MTSS and implement the SWIFT Fidelity Integrity Assessment (FIA). Using the MTSS Framework ensures all student needs are met through targeted interventions across three levels of support. Our educators will design intervention plans using multiple types of data to make informed decisions and maximize student outcomes.

[MTSS](#) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

Puente Charter School is the recipient of the [CA Community Schools Partnership Program Implementation Grant](#) and has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework. Puente will align its MTSS, Community Schools, and PBIS Initiative with Expanded learning Opportunities Program (ELOP) and its Universal transitional kindergarten program (UTK).

Puente's "whole child" approach to education aims to remove barriers to learning by addressing student, family and staff needs through the implementation of the CA Community Schools Framework & the 4 Pillars of Community Schools: (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities. Our goal is to create a supportive and inclusive educational environment while ensuring a whole-child approach.

Puente Charter School is not eligible for Equity Multiplier Funds. Puente Charter School has developed a one-year LCAP that aligns with [CA's MTSS Framework](#) and also serves as the School Plan for Student Achievement (SPSA), meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects Puente Charter School’s performance on the [2023 CA School Dashboard](#) by indicator and student group.

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](#).

Prior to the start of the 2024-25 school year, leadership will identify at-risk families in need of resources and focus on building stronger relationships with those families. By establishing regular communication channels, we aim to foster engagement and ensure that our interactions are not solely problem focused. Our team genuinely seeks to strengthen the relationship with these families to better understand and support

their challenges. We will administer a Family Attendance Survey during orientation prior to the start of the school year, that will help us understand each family's perspective on attendance policies and their views on school attendance so that our team can effectively address this early in the school year.

Once the school year starts, we will implement a preventative approach through MTSS. This includes 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 our interventions. Teachers contact families when students are absent, delivering positive messages to show that the student was missed. Additionally, teachers will use attendance charts and provide incentives for regular attendance, further strengthening our relationship with families.

Our tracking system will help identify students at risk for chronic absenteeism early in the academic year. Preventative information letters will be sent to families after 1-2 days of absence, allowing for timely intervention. For 3-5 absences, Tier 1 letters will be issued to families emphasizing the importance of attendance, and for 5-7 absences, Tier 2 letters will include information from LAUSD regarding chronic absenteeism. Continued absences will trigger a Tier 3 response, involving a SART meeting to provide personalized support and develop tailored plans to address specific challenges. Puente will increase the frequency of home visits to connect with families more effectively, as needed.

To further motivate and engage students, Puente will implement PBIS practices, through positive reinforcement strategies and recognition initiatives, and incentives. Our students have access to various clubs including Cooking, Spanish, Bracelet Making, Sports, and Coding/Drone, contingent on good behavior and consistent attendance. These extracurricular opportunities, facilitated by dedicated teachers and staff, enhance student engagement and foster a positive school atmosphere. We are also considering adding additional morning activities, including clubs, to assist working parents and encourage daily student attendance. An analysis of absences revealed that most absences are from students in grades TK-1. Our maintenance team will ensure additional cleaning of school equipment, to prevent absences due to illness. Puente plans to expand student attendance incentives to maintain motivation and momentum. Puente will also host schoolwide events to engage families, build trust and community.

Puente plans to build strong and intentional community partnerships to ensure student learning and whole child and family development through home-school collaboration combined with culturally responsive community partnership.

English Language Arts: This school year, the focus was on using the Benchmark Phonics program, which offers a structured literacy approach with an emphasis in applying learning to reading and writing; and unit topics designed for building vocabulary and content knowledge. This evidence-based initiative is aligned to a balanced literacy approach, and identifies individual strengths and areas for improvement, offering personalized instructional strategies for effective phonics instruction.

The integration of the Benchmark Phonics program, Data Review Meetings, systemized SST procedures, and MTSS training reflects our holistic and forward-thinking approach to supporting student outcomes in English Language Arts. Through evidence-based practices, collaboration, and ongoing professional development, we are committed to providing a supportive and enriching educational experience for all students.

Mathematics: Puente has adopted Eureka Math, a comprehensive and research-based program that aims to deepen students' comprehension of mathematical concepts, promoting a more profound mastery of mathematical skills and problem-solving.

To enhance our data-driven decision-making process, we established Data Review Meetings with each grade level. These collaborative sessions involve a thorough analysis of student performance data in ELA and Math, enabling educators to address specific challenges and implement timely interventions for continuous improvement.

Our commitment to student support is further strengthened by the implementation of systemized SST procedures. This structured framework enhances our ability to identify and assist students in need of additional support in ELA & Math. Beyond traditional classroom boundaries, we've expanded our intervention programs to include targeted tutoring, small-group instruction, and technology-assisted learning opportunities. This comprehensive approach, combined with collaborative efforts among educators, parents, and support staff, ensures a well-coordinated strategy to address the diverse needs of our students.

In addition to these initiatives, we've placed a significant focus on providing Multi-Tiered System of Supports (MTSS) training for charter team staff members. This training equips our staff with the necessary knowledge and tools to implement a tiered support system, aligning interventions with individual student needs. By investing in professional development, we empower our educators to effectively support students in ELA.

Puente Charter School's intervention program includes one-on-one tutoring and small group instruction, provided by teachers, support staff, and CSLA tutors during the after-school programming.

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
<p>Administrators, Principals</p>	<p>Date: January – May 2024 (weekly meetings)</p> <p>Process used: In-person meetings discussed the 2023-24 LCAP Midyear Update; 2024-25 LCAP Goals, Actions, metrics, local data, survey data, including survey results.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • There is a need to add a Dean of Engagement to lead the schoolwide initiative to strengthen daily student attendance and reduce chronic absenteeism rates. • There is a need to provide additional professional development to deepen practice for core instruction resulting from new curriculum adoption in Math, and Science. • Need Counselor to lead SEL; and connect with families. • Need for an EL Intervention Coach to provide tiered support for ELs; and provide instructional coaching for all teachers on designated ELD, and strategies to support ELs.
<p>Teachers</p>	<p>Date: 5/3/24 Survey administered</p> <p>Process used: Survey administered to solicit input for the 2024-25 LCAP goals, actions, metrics and schoolwide initiatives.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Requested professional development for Eureka2 Math Implementation; and coaching on addressing student behavior challenges • Requested BII’s to support in the classroom with student behavior challenges. • Requested to continue with paraprofessionals in every classroom to support with tiered instruction to accelerate student learning. • Requested to expand enrichments: music, art, and dance programming.

<p>Other School Personnel</p>	<p>Date: 5/3/24 Survey administered</p> <p>Process used: Survey administered to solicit input for the 2024-25 LCAP goals, actions, metrics and schoolwide initiatives.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Requested full-time campus aides to provide supervision throughout the day. • Requested to continue to participate in professional development with teachers • Requested coaching on schoolwide initiatives: Phonics, math, behavior challenges (intervention coach, Vice Principal and Principal)
<p>Students</p>	<p>Date: 1/30/24 Survey administered</p> <p>Process used: Survey administered to solicit input on school programming, school safety, and connectedness.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Requested additional field trips. • Would like larger playground • Requested additional clubs • Would like to continue with the Counselor/counseling services
<p>Parent Advisory Committee (PAC)</p>	<p>Date: 2/21/24</p> <p>Process used: In-person meetings discussed the 2023-24 LCAP Midyear Update; 2024-25 LCAP Goals, Actions, metrics, and solicit input for the 2024-25 LCAP</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Expansion athletics programming • Requested additional tutors; continue with paraprofessionals • Identified the need to provide academic intervention, and Intervention Teacher • Continue to provide ELOP • Need to strengthen daily attendance, and reduce chronic absenteeism (Dean of Engagement) <p>Date: 5/29/24</p> <p>Process used: 2024-25 LCAP was presented to the PAC for review and approval for submission to the governing board.</p> <p>Feedback provided: The PAC approved the 2024-25 LCAP for submission to the Puente Governing Board. No additional feedback was provided.</p>

<p>ELAC, DELAC & EL-PAC</p>	<p>Date: Meetings February – May 2024</p> <p>Process used: Discussion took place on the development of the 2024-25 LCAP, schoolwide initiatives, EL student academic achievement and needs.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Parents would like workshops to address how to support their child with homework if parents are Spanish speakers • Need to strengthen daily attendance, and reduce chronic absenteeism: Dean of Engagement • Need to provide additional academic support for ELs: Rosetta Stone, Intervention Coach, and provide reading books/materials to support with language acquisition. <p>Date: 5/29/24</p> <p>Process used: 2024-25 LCAP was presented to the EL-PAC for review and approval for submission to the governing board.</p> <p>Feedback provided: The EL-PAC approved the 2024-25 LCAP for submission to the Puente Governing Board. No additional feedback was provided.</p>
<p>Parents including those representing Unduplicated Pupils</p>	<p>Date: 3/11/24</p> <p>Process used: Needs assessment survey was administered.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Need to implement bullying prevention (SEL) • Expand tutoring services after-school • Requested that Counselor provide parent workshops on Bullying and behavior challenges
<p>SELPA Administrator</p>	<p>Date: Ongoing throughout the year via zoom and email on the school’s SPED Program; On 5/13/24, SPED Action (Goal 1, Action 4) was submitted to the SELPA Administrator via email.</p> <p>No feedback was provided.</p>

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

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Intervention services, tutoring – ELOP programming, phonics, and intervention platforms
- Goal 1, Action 3: Counselor, and Dean of Engagement; Address Chronic Absenteeism – home visits, and workshops; provide training for teachers and support staff on addressing student behavior challenges; Second Step SEL Includes bullying prevention.
- Goal 1, Action 5: Rosetta Stone; and EL Intervention Coach

- Goal 1, Action 6: Enrichments – Music, Dance, and Visual Art
- Goal 2, Action 2: Professional Development and Coaching for teachers and support staff: Eureka math, Strategies to Support SWD & EL; Behavior challenges, & Behavior Intervention Plans.
- Goal 3, Action 1: Afterschool clubs, Field trips, and campus aides (Supervision)
- Goal 3, Action 3: Parent workshops, Coffee with the Counselor

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.

Strengthening MTSS in alignment with the 4 Pillars of Community Schools, is essential to improve academic and SEL outcomes for all students. The academic and SEL universal screeners will serve to identify areas of strength and growth, and where to focus the school’s resources to support our student’s needs, while measuring program effectiveness, and ensure data-driven decision-making at all levels. Post-pandemic our staff has worked diligently to accelerate student learning, but obstacles including escalating chronic absenteeism rates have further exacerbated learning gaps, and there is a need to identify and address student barriers to daily attendance. There is also a need to provide tiered academic intervention to improve academic outcomes, increase reclassification rates so that all students can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																								
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-9.5</td> </tr> <tr> <td>Hispanic</td> <td>-11.5</td> </tr> <tr> <td>EL</td> <td>-34.2</td> </tr> <tr> <td>SED</td> <td>-15.7</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-9.5	Hispanic	-11.5	EL	-34.2	SED	-15.7			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-7.5</td> </tr> <tr> <td>Hispanic</td> <td>-9.5</td> </tr> <tr> <td>EL</td> <td>-32.2</td> </tr> <tr> <td>SED</td> <td>-13.7</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-7.5	Hispanic	-9.5	EL	-32.2	SED	-13.7	
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Student Group	%																													
All Students	32.0%																													
Hispanic	30.0%																													
SED	25.0%																													
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	75.6% Source: 2023 Dashboard			2023-24: 76% Source: 2024 Dashboard																									
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 26.2%			2023-24: 28%																									
6	Reclassification Rate Source: Dataquest	2022-23: 21.2%			2023-24: 28%																									

7	Attendance Rate Source: CALPADS	2022-23: 92%			2023-24: 92.5%																															
8	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Total</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>102</td> <td>34.1%</td> </tr> <tr> <td>Hispanic</td> <td>96</td> <td>33.1%</td> </tr> <tr> <td>EL</td> <td>36</td> <td>41.4%</td> </tr> <tr> <td>SED</td> <td>90</td> <td>35.9%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism			Student Group	Total	Rate	All Students	102	34.1%	Hispanic	96	33.1%	EL	36	41.4%	SED	90	35.9%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>24%</td> </tr> <tr> <td>Hispanic</td> <td>23%</td> </tr> <tr> <td>EL</td> <td>31%</td> </tr> <tr> <td>SED</td> <td>26%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	24%	Hispanic	23%	EL	31%	SED	26%	
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10	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																															
11	% students participating in enrichment. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%																															
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%			2023-24: 100%																															

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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.

Not applicable.

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	<p>To measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support via the MTSS:</p> <ul style="list-style-type: none"> • NWEA MAP Reading & Math: TK-5 (3 times/year) • Fountas & Pinnell Running Records (TK-5): every 6-8 weeks • Sound/Letter & Number recognition: TK/K\ • Reading, Writing, Math Unit Assessments (K-5) • Interim Comprehensive Assessments: Gr 3-5 (twice per year) • State-mandated assessments: CAASPP/SBAC, ELPAC, & CAST <p>Puente will continue 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 will be used to measure student progress, identify gaps in learning for tiered intervention, monitor student and schoolwide growth, and measure program effectiveness. Data review meetings will take place every 6-8 weeks.</p>	\$4,185	N
2	MTSS: ACADEMIC INTERVENTIONS	<p>Puente will utilize 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.</p> <p>Using the MTSS framework, all classroom teachers provide Tiers 1 and 2 support; and the Intervention teacher will provide Tier 3 academic support for identified students in reading and math. Paraprofessionals will assist classroom teachers and provide Tier 1 support through small-group instruction. An intervention block is embedded throughout the instructional day to support struggling learners including intervention platforms (iXL Math, iXL ELA ELA, Raz Kids, Epic) to further reinforce skills and gaps in learning. Puente provides students with additional academic</p>	\$2,255,622	Y

		support through the expanded learning opportunities program that takes place afterschool, and through summer programming.		
3	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	<p>An area of focus is the chronic absenteeism indicator 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.</p> <p>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.</p> <p>Prior to the start of the 2024-25 school year, leadership will identify at-risk families in need of resources and focus on building stronger relationships with those families. By establishing regular communication channels, we aim to foster engagement and ensure that our interactions are not solely problem focused. Our team genuinely seeks to strengthen the relationship with these families to better understand and support their challenges. We will administer a Family Attendance Survey during orientation prior to the start of the school year, that will help us understand each family's perspective on attendance policies and their views on school attendance so that our team can effectively address this early in the school year.</p> <p>Once the school year starts, we will implement a preventative approach through MTSS. This includes 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 our interventions. Teachers will contact families when students are absent, delivering positive messages to show that the student was missed. Additionally, teachers will use attendance charts and provide incentives for regular attendance, further strengthening our relationship with families.</p> <p>Puente is committed to providing and strengthening social-emotional supports through schoolwide implementation of Second Step SEL Curriculum, Calm Classroom, and restorative justice community circles.</p>	\$832,046	Y

		<p>The Counselor will lead monthly theme-based class lessons, and regular social skills groups for students identified for Tier 3 supports using the MTSS Framework. The Counselor will also lead SEL curriculum implementation with teachers; and host monthly Coffee with the Counselor to meet with families and refer families to Care Solace for mental health services.</p> <p>The Dean of Engagement and Vice Principal lead student discipline, PBIS, and school culture initiative. Behavior Interventionist will collaborate with teachers to develop and implement student behavior plans and model strategies for use in the classroom to address behavior challenges. The Behavior Interventionist will collaborate with the Dean and Vice Principal to develop schoolwide practices to improve student interaction skills, including identifying and changing learned behavior that is negatively impacting students. In addition, the BII will provide professional development on addressing student behavioral challenges, and implementing classroom structures to ensure consistency, facilitate parent/staff engagement activities and events to foster a culture of community and respect. They will also monitor daily student attendance, implement and lead SART meetings, meet with families, including home visits, and ensure the school’s attendance policy is adhered to.</p> <p>The Community Schools Coordinator (CSC) serves as the foster youth and homeless liaison. The CSC will connect families with resources, lead parent workshop to support the SEL and mental health needs of our students and families.</p>		
4	SPECIAL EDUCATION SERVICES	<p>Puente Charter School participates in Option 2 – LAUSD SELPA. Puente Charter School is dedicated to improving the state testing scores of students with disabilities by implementing a multifaceted approach. This involves the recruitment of additional resource teachers and a heightened focus on delivering direct instruction tailored to individual student needs. Through the continued use of highly qualified related service providers, administrators, classified staff and personalized teaching strategies the school aims to empower students with disabilities to achieve greater success in state assessments, ultimately ensuring their proficiency in meeting state content standards.</p>	\$470,807	N

5	EL/ELD SUPPORT SERVICES	<p>Puente Charter School will provide the following services to support ELs with language acquisition:</p> <ul style="list-style-type: none"> • A 4-week summer program for newcomers (new to the U.S. within 12 months). ELs will utilize Rosetta Stone language program. • Benchmark Phonics with one-to-one support with a paraprofessional <p>The Intervention Coach will provide targeted tiered academic support to address language acquisition for ELs, including small group instruction, to improve performance on CAASPP and Summative ELPAC performance and increase reclassification rates. The Intervention Coach will provide training for teachers and paraprofessionals on evidence-based pedagogical strategies to support EL diverse language learning needs.</p> <p>Teachers will provide designated and integrated ELD for ELs. To support with language acquisition, teachers will participate in professional development on effective strategies to support vocabulary and reading comprehension. Teachers will administer Interim ELPAC assessment tool to familiarize ELs with the assessment format; and reduce student testing anxiety.</p>	\$113,970	N
6	BROAD COURSE OF STUDY	<p>Puente will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, and PE) that include the following:</p> <ul style="list-style-type: none"> • Music: Grades TK-5 • Dance: Grades TK-2 • Visual Arts: Grades 3-5 	\$32,500	N

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.

Continue to provide a robust professional development calendar in support high-performing classroom practices and teacher retention that has resulted in low attrition and high retention of our instructional team.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 81.8%			2022-23: 100%	
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
15	Implementation of the State Academic content &	<u>2023-24</u> ELA: 5			<u>2024-25:</u> ELA: 5	

	<p>performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p>ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: NA Health: 3 PE: 4 VAPA: 4 World Language: NA</p>			<p>ELD: 5 Math: 5 Social Science: 4 Science: 5 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA</p>	
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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.

Not applicable.

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

Not applicable.

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

Not applicable.

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.

Not applicable.

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	<p>Puente Charter School will employ a principal, and appropriately credentialed teachers, that will 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.</p> <p>Puente Charter School will provide all students with a longer school day and longer school year that includes 180 instructional days exceeding the CA State requirement of 175.</p> <p>The principal and all teachers will 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.</p>	\$1,362,346	N
2	PROFESSIONAL LEARNING	<p>To strengthen and build teacher capacity, expertise, and maintain high teacher retention rates, Puente will provide all teachers with robust professional learning opportunities including instructional coaching, classroom observations, lead instructional labs, model lessons, feedback cycles, and encourage peer observations.</p> <p>All teachers and Instructional support staff will 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.</p>	\$114,000	N

Based on a needs assessment, findings from classroom observations, and feedback from teachers, the following include the professional development areas of focus:

- Diversity, Equity, Inclusion, Justice (DEIJ)
- Culturally Relevant curriculum
- Foundational skills: literacy & math
- CA Frameworks: Health Standards
- Non-violent crisis intervention: prevention and verbal de-escalation skills, disengagement safety techniques, physical intervention techniques
- Behavior Intervention Plans
- SWD: IDEA & FAPE
- SWD: Accommodations & Modifications
- Co-teaching models
- Understanding and deciphering IEPs.
- Differentiated Instruction: ELA & Math
- Cognitively Guided Instruction (CGI) Math
- Eureka2 Math Curriculum Implementation
- Strategies to improve designated/integrated ELD
- Social-emotional learning & Wellness
- Positive Behavioral Intervention & Supports (PBIS)
- Health & Safety including CPR, & active shooter

As the recipient of the MTSS Grant – all staff will continue to participate in comprehensive MTSS training to further strengthen and systematize our MTSS implementation.

To support the teacher pipeline, Puente has partnered with LACOE's Intern Program for teacher candidates to obtain a preliminary credential; and LACOE's Induction Program for teachers to clear preliminary credentials.

3	CORE CURRICULAR NEEDS	Puente Charter School will provide all students with access to standards aligned curriculum and instructional materials for all disciplines. Annual purchases will be made as needed including consumables.	\$32,000	N
4	CLOSING THE DIGITAL DIVIDE	Puente Charter School will ensure technology devices are available for all students to access curricular and instructional materials; including IT Tech support, and subscriptions as needed for virtual meetings. Teachers will implement the ISTE Standards for the use of technology in teaching and learning. SMART Boards will be made available schoolwide.	\$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.

In alignment with the CA Community Schools Framework and 4 Pillars of Community Schools continue to foster strong family and community engagement that will result in our high-performing school practices and reinforce our priority on ensuring a healthy home and school relationship.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	<u>2023-24:</u> 9. 4 10.5 11.5 12.4			<u>2024-25:</u> 9. 5 10.5 11.5 12.4	

	<p>4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>					
18	<p>Parent participation in programs for UP & SWD. (Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 5 2. 5 3. 4 4. 5</p>			<p><u>2024-25:</u></p> <p>1. 5 2. 5 3. 5 4. 5</p>	
19	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local</p>	<p><u>2023-24:</u></p> <p>100% Sense of Safety 100% School connectedness</p>			<p><u>2024-25:</u></p> <p>>90% Sense of Safety >90% School connectedness</p>	
20	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local</p>	<p><u>2023-24:</u></p> <p>97% Sense of Safety 96% School connectedness</p>			<p><u>2024-25:</u></p> <p>>90% Sense of Safety >90% School connectedness</p>	
21	<p>Other Local Measure - Staff Survey: Sense of</p>	<p><u>2023-24:</u></p>			<p><u>2024-25:</u></p>	

	safety & school connectedness Source: Local	92% Sense of Safety 92% School connectedness			>90% Sense of Safety >90% School connectedness	
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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.

Not applicable.

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

Not applicable.

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

Not applicable.

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.

Not applicable.

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	<p>Promoting a welcoming and positive school climate is essential to providing a conducive learning environment for students. Puente will continue to implement a Bullying Prevention Plan that will be incorporated in the comprehensive school safety plan. The School Safety Plan will be reviewed and revised with input from our educational partners. Security guards and campus aides will provide additional supervision to promote a safe learning environment, as requested from feedback of our educational partners.</p> <p>To promote student engagement and a positive school climate, Puente Charter School will host anti-bullying assemblies, monthly student recognition ceremonies and will administer school climate surveys that will be reviewed and analyzed to assess areas of growth. Students will participate in student-led conferences reflecting on their learning and next steps with parents and the teacher as their audience. Students will also have the opportunity to participate in extended learning experiences through field trips aligned to content standards, providing real-world learning experiences.</p> <p>Puente Charter School has partnered with the UCLA Eye Institute and the USC Dental Clinic to conduct health screenings for our students. Puente participates in the universal meals program schoolwide.</p>	\$135,327	N
2	PARENT INPUT IN DECISION-MAKING	<p>Puente Charter School provides parents with opportunities to provide input in decision-making through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Parent Advisory Council • CCSPP Steering Committee <p>Interpreters are available at all committee meetings and upon request.</p>	\$8,500	N

3	PARENT ENGAGEMENT & PARTICIPATION	<p>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, the attendance policy, and identify family/student needs.</p> <p>Puente Charter School will continue to provide numerous opportunities for parents (including those of Unduplicated Pupils and Students with Disabilities) to participate in their child’s education and engage in schoolwide activities and events through the following venues:</p> <ul style="list-style-type: none"> • Monthly Coffee with the Principal • Integrated Services Workshops: College/career readiness, counseling services, Health & Wellness, Nutrition, Immigration Rights, Tenant Rights, social media • Schoolwide events: Monthly Family Nights, Back to School Night, Open House, Meet & Greet, Monthly recognition ceremonies, Winter & Spring Student Showcases • Student Led Conferences <p>The Operations Coordinator is tasked with conducting outreach efforts with families, provide interpreter services, distribute the monthly newsletter, monitor ParentSquare, including the calendar of events. Parents will have access to Infinite Campus Parent Portal where they can view their child’s academic progress, attendance and communicate with staff.</p> <p>All correspondence sent to families/guardians 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 are available for all parent events and upon request, including ASL.</p>	\$191,903	N
4	MAINTAINING A SAFE & CLEAN FACILITY	<p>Puente strives to provide its community with a safe and clean school facility site including security measures and daily maintenance. Annually, Puente completes the Facility Inspection Tool (FIT) report, which is reported on the SARC, LCAP, and Local Indicators Report (CA School Dashboard).</p>	\$415,000	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,145,134	\$141,758

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
36.024%	0%	\$0	36.024%

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 on the 2023 CA School Dashboard, there were significant declines in student performance as measured by the ELA and Math CAASPP, with persistent achievement gaps among Unduplicated Pupils.	Using the MTSS framework, all classroom teachers provide Tiers 1 and 2 support; and the Intervention teacher will provide Tier 3 academic support for identified students in reading and math. Paraprofessionals will assist classroom teachers and provide Tier 1 support through small-group instruction. An intervention block is 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.	The metrics that will be used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

<p>Goal 1, Action 3</p>	<p>An area of focus is the chronic absenteeism indicator 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.</p> <p>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.</p>	<p>Puente is committed to providing and strengthening social-emotional supports through schoolwide implementation of Second Step SEL Curriculum, Calm Classroom, and restorative justice community circles.</p> <p>The Dean of Engagement and Vice Principal lead student discipline, PBIS, and school culture initiative. Behavior Interventionist will collaborate with teachers to develop and implement student behavior plans and model strategies for use in the classroom to address behavior challenges. The Behavior Interventionist will collaborate with the Dean and Vice Principal to develop schoolwide practices to improve student interaction skills, including identifying and changing learned behavior that is negatively impacting students. In addition, the BII will provide professional development on addressing student behavioral challenges, and implementing classroom structures to ensure consistency, facilitate parent/staff engagement activities and events to foster a culture of community and respect. They will also monitor daily student attendance, implement and lead SART meetings, meet with families, including home visits, and ensure the school's attendance policy is adhered to.</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #8: Chronic Absenteeism Rates • #9: Suspension Rates
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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
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N/A	Not applicable	Not applicable	Not applicable
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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 concentration 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

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,068,686	\$ 1,019,320	\$ 1,068,686	\$ (49,366)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	MTSS: Academic Interventions	Yes	\$ 703,466	\$ 815,370.00	0.00%	0.00%
1	3	MTSS: SEL, Behavioral, & Mental Health Needs	Yes	\$ 217,934	\$ 155,396.00	0.00%	0.00%
1	5	EL/ELD Support Services	Yes	\$ 97,920	\$ 97,920.00	0.00%	0.00%

2023-24 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)
\$ 2,993,710	\$ 1,068,686	0.00%	35.70%	\$ 1,068,686	0.00%	35.70%	\$0.00 - No Carryover	0.00% - No Carryover

2024-2025 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
\$ 3,178,802	\$ 1,145,134	36.024%	0.000%	36.024%	\$ 1,145,748	0.000%	36.043%	Total:	\$ 1,145,748
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,145,748

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	MTSS: ACADEMIC INTERVENTIONS	Yes	Schoolwide	All	PUENTE	\$ 845,979	0.000%
1	3	MTSS: SEL, BEHAVIORAL, & MENTAL HE	Yes	Schoolwide	All	PUENTE	\$ 299,769	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.

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - 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).

