

# **NOTICE OF PUBLIC MEETING**

## **PUENTE Charter School**

The Board of Directors of PUENTE Charter School will be conducting a public meeting on:

**Wednesday, June 10, 2026  
12:00 p.m.**

**Join Zoom Meeting**  
puente-org.zoom.us  
Meeting ID: 889 3847 1143

Any person who wishes to address the Board of Directors is welcomed to attend. No prior notification of your attendance is necessary.

If you require accommodations in order to attend this meeting can call Jerome Greening at 323.780.0076 or email at [jerome@puente.org](mailto:jerome@puente.org). for assistance

It is hereby noted that the agenda for this meeting of the PUENTE Governing Board has been posted at the following location(s):

- [www.puente.org](http://www.puente.org)
- PUENTE Charter School, 501 S. Boyle Ave., Los Angeles, CA 90033 main doors and parent board
- All teleconference locations: 1410 Milan Ave, South Pasadena, CA 91030; 3711 Long Beach Blvd Suite 814, Long Beach CA 90807; 800 Corporate Pointe, Culver City, CA 90032; 3601 Altamont St, Los Angeles, CA 90065; 350 S. Grand Ave, Suite 3100 Los Angeles CA 90071; 601 S. Figueroa St Suite 900 Los Angeles, CA 90017; 645 W. 9<sup>th</sup> Street Los Angeles, CA 90015; 5110 La Calandria Dr, Los Angeles, 90032; 2689 Merced Street, Los Angeles CA 90065.



# PUENTE Learning Center

## PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, June 10, 2026

12 pm

501 S. Boyle Avenue, Los Angeles, CA 90033

### Join Zoom Meeting

<https://puente-org.zoom.us/j/88938471143>

**Meeting ID: 889 3847 1143**

Notice is hereby given that the PUENTE Learning Center Board of Directors of PUENTE Charter School will hold a public meeting at the above-referenced time and Zoom link. The purpose of the meeting is to discuss and take action on the following agenda. The agenda shall provide an opportunity for members of the public to address the board directly at each location. (GOV CODE: 54954.3).

If you require special accommodations in order to attend this meeting, please call Jerome Greening at (626) 260 – 0070 or e-mail at [jerome@puente.org](mailto:jerome@puente.org).

Agendas for all regular board meetings are posted at least 72 hours prior to the meeting, and agendas for all special board meetings are posted at least 24 hours prior to the meeting at the entrances of the PUENTE facility and on the Parent Board at PUENTE Charter School, teleconference locations, and on [www.puente.org](http://www.puente.org). (GOV CODE: 54954.2. 54956)

Agenda Item	Proposed Action	Attachments	Who
1. Call to Order and Roll Call to Establish Quorum	Roll Call	Board Roster	Board Chair, Lara Lightbody
2. Minutes – February 18, 2026	Approval	Minutes	
<p>3. Public Comment</p> <p>Members of the public are welcome to address the PUENTE Charter School Board directly at a regular meeting to address any item of interest, or on the agenda and at a special meeting to address any item on the agenda, before or during the consideration of the item. Comments will be limited to three minutes. (GOV CODE: 54954.3) No action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of GOV CODE Section 54954.2.</p>			
<p>4. Operations &amp; Programs</p>			
i. Charter School Operations Update; Including 2025-26 LAUSD Oversight Visit Report	Review	LAUSD Oversight Report for 2025-26 & PowerPoint	Principal; Brenda Meza Charter School Advisory Member; Patricia Garcia; CEO; Jerome Greening
ii. Instructional Calendar for Upcoming 2026-2027 Academic Year	Approval	Calendar	
iii. Special Educational Renewal - Comprehensive Therapy Associates Contract for as-needed special education services	Approval	Renewal Contract	
iv. School Nutrition Renewal- School Nutrition Plus Contract for meal service consisting of breakfast, lunch and snack	Approval	Renewal Contract	
v. After School Provider – Think Together; Contract continuation through June 2027	Informational	PowerPoint	
vi. 2026-27 EPA Funding spending plan to allocate these funds to support teacher salaries and benefits. This funding is approximately 17% of the LCFF base rate	Approval	Regulatory Percentage of 17%	

vii. PUENTE Proposition 28 Arts and Music In School Funding Annual Report 2025-26 reflecting the expanded arts programming for all students for 2025-26	Approval	Prop 28 Annual Report 2025-26	
5. Finance Report			
i. Charter Financials as of March 31, 2026	Informational	Finance Report	VP of Finance & Administration, Angelica Castro, CEO, Jerome Greening Finance Committee Members, Lara Lightbody and Scott Williams Principal, Brenda Meza
ii. Proposed Budget for FY27	Approval	Proposed FY27 Budget	
iii. 2026 PUENTE Local Indicators Report	Approval	Local Indicators Report	
iv. 2026-27 PUENTE LCAP Public Hearing	Approval	2026-27 PUENTE LCAP	
v. Approval of the 2026-27 PUENTE LCAP (Adoption)	Approval	2026-27 PUENTE LCAP	
vi. Approval of the 2026-27 PUENTE LCAP Budget (Adoption)	Approval	2026-27 PUENTE LCAP Budget	
6. Adjournment			Board Chair, Lara Lighbody
<p>Certification of Posting</p> <p>I, Isabel Ocampo, hereby certify that this agenda was posted on 6/5/2026 at 3 pm at:</p> <ul style="list-style-type: none"> <li>- PUENTE Learning Center website: <a href="http://www.puente.org">www.puente.org</a></li> <li>- PUENTE entrance doors and parent board</li> <li>- All teleconference locations: 1410 Milan Ave, South Pasadena, CA 91030; 3711 Long Beach Blvd Suite 814, Long Beach CA 90807; 800 Corporate Pointe, Culver City, CA 90032; 3601 Altamont St, Los Angeles, CA 90065; 350 S. Grand Ave, Suite 3100 Los Angeles CA 90071; 601 S. Figueroa St Suite 900 Los Angeles, CA 90017; 645 W. 9th Street Los Angeles, CA 90015; 5110 La Calandria Dr, Los Angeles, CA 90032; 2689 Merced Street, Los Angeles CA 90065</li> </ul>			



## **BOARD MEETING MINUTES**

February 18, 2026

12:00 pm

<https://puenteorg.zoom.us/j/83036025482>

The PUENTE Charter School board meeting was conducted via Zoom using the following Meeting ID: 830 3602 5482 on Wednesday, February 18, 2026, at 12:00pm

Board Members in attendance via Zoom: Lara Lightbody, Scott Williams, Gilbert Ortega, Dana Ontiveros, Anda Nicolae, and Lindsey Rostal.

**Board Members not in Attendance:** Jocelyn Rosenwald, Patricia Garcia and Agustin Urgiles

**PUENTE Staff in Attendance via Zoom:** Jerome Greening, Angelica Castro, Matt Wells, Michele Wolfe, Brenda Meza, Dominic Armendariz, Isabel Ocampo, Maria Esparza and Hector Espinoza

### **Call to Order**

Board President, Lara Lightbody called the meeting to order at 12:00pm. A quorum was established.

### **Roll Call**

Board President Lara Lightbody conducted a roll call for Board Members.

Present were Lara Lightbody, Scott Williams, Gilbert Ortega, Dana Ontiveros, Anda Nicolae and Lindsey Rostal

Absent: Jocelyn Rosenwald, Patricia Garcia, and Agustin Urgiles.

### **Approval of Board Meeting Minutes of December 3, 2025**

Motion: Gilberto Ortega duly made a motion to approve December 3, 2025, board meeting minutes and seconded by Anda Nicolae. The board moved to accept the board meeting minutes from December 3, 2025. Lightbody "yes", Williams "yes", Ortega "yes", Ontiveros "yes", Nicolae "yes", Rostal "yes"

### **Public Comment**

Board President Lara Lightbody invited those present to provide public comment. No public comments were offered.



### **Operations & Programs Report**

Managing Director Brenda Meza, provided an informational update on the Local Control and Accountability Plan (LCAP), budget progress, and key student and program outcomes. She noted improved transparency through enhanced board documentation and tracking systems.

Key student support includes expanded after-school programming, strengthened community partnerships, and the addition of a Community Schools Navigator. Preventive health screenings were also successfully completed for all students.

Student outcomes continue to show positive trends, including a reduction in chronic absenteeism from 32% two years ago to less than 15% currently and academic gains in both math and language arts, based on the NWEA MAP assessments. There is continued focus on implementing the new TK–2 early literacy screening tool and using the data to inform effective interventions for student success.

Brenda also highlighted the Community Engagement Initiative (CEI) focused on creatively increasing parent and student participation in shared experiences and expanded learning opportunities such as workshops and events, while also elevating student voice in school decision-making. Our CEI involvement includes all-state gatherings in San Diego for shared learning.

### **LAUSD Oversight Visit Debrief**

Brenda also shared updates from the annual oversight visit, which was completed successfully on January 30, 2026. During the visit, LAUSD Charter Schools Division colleagues observed classroom instruction and evaluated key areas including academics, special education, fiscal practices, governance and school safety. PUENTE Charter is currently awaiting the formal written report, expected in April.

### **PUENTE Proposition 28 Arts & Music Program and Spending Plan**

Brenda shared the PUENTE Proposition 28 Arts & Music Spending Plan identifying the additional PUENTE Charter arts programming focusing on fostering students' creative expression through arts while promoting overall development of their health and wellness. This programming will be implemented through dedicated staff assignments.

Motion: A motion was duly made by Gil Ortega and second by Dana Ontiveros to approve the PUENTE proposition 28 Arts & Music In Schools Program and Spending Plan.



The board moved to accept PUENTE Proposition 28 Arts & Music Program and Spending Plan: Lightbody “yes”, Williams “yes”, Ortega “yes”, Ontiveros “yes”, Nicolae “yes”, Rostal “yes “

### **Update on Form 700 Reporting**

Chief Executive Officer, Jerome Greening shared that the Los Angeles County Board of Supervisors is sending electronic conflict-of-interest confirmations to board members who served in 2025. Members must verify that no conflict of interest exists; the process is completed online and is quick and user-friendly.

The notification will be sent via email and may appear in spam folders. Jerome shared that the online system replaces the former paper submission process and allows for faster completion and automatic record-keeping.

### **Charter Unaudited Financial Statements as of December 31, 2025**

V.P. of Finance and Administration Angelica Castro shared the Charter Unaudited financial statements as of December 31, 2025, the Charter School reported total revenue and expenses of \$3,439,059 and \$3,395,397 respectively; with a total net surplus of \$43,662.

Line items to highlight are as follows:

- **Personnel Cost:** Personnel cost was \$2,029,473 or approximately 59.8% of percentage allocation. Total actuals were below budgeted amount by \$41,627. This was mainly due to savings associated with unfilled positions.
- **Professional Services:** Professional Services were \$254,519 or approximately 7.50% of percentage allocation. Total actuals were below budgeted amount by \$41,155.
- **Special Ed Contract:** Special Ed Contract expenses were \$158,177 or approximately 4.66% of expense allocation. Expenses are in line with budgeted amounts.
- **Special Ed Fair Share:** The Charter School is fiscally responsible for a partial payment of expense associated with Special Education Programs that the School District is responsible for and pays for out of its General Fund.
- **Special Ed Fair Share** expenses were \$168,487 or 4.96% expense allocation. It exceeded our annual budgeted amount by approximately \$42,674.
- **Food Service Contract:** Food Service Contract expenses were \$148,522 or approximately 4.37% of percentage allocation. Total actuals exceeded our annual budgeted amount by approximately \$14,313. This is due in part to the increase in student meals with special dietary requirements.



### Statement of Financial Position

- Cash & Cash Equivalent: Cash balance was \$513,059. An increase of \$9,099 from June 30, 2025. This was mainly due to the following:
- Accounts Receivable: Increase of accounts receivable of \$210,980.
- Property Plan & Equipment: Increase of PP&E of \$811,416. This is mainly due to the recognition of WIP as a part of the building's depreciable asset.
- Deferred revenue: Deferred revenue was \$110,848. An increase of \$9,191 in advance payments.

### Financial Key Indicators

- The Working Capital: PUENTE has \$806,714 available for current and future use.
- Cash Ratio is \$1.11: This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$1.11 of liquid cash.
- Quick Ratio \$2.74: Measures the ability to pay PUENTE short-term liabilities by having assets that are readily convertible into cash. This means that the Charter School has capacity to pay off its current liabilities with the current assets and can easily fund its day-to-day operations. Here for every \$1 of current liability, the Charter School has \$2.74 of quick assets to pay for it.
- Months of Cash on Hand: Represents the number of months of operating expenses that the Center can pay with its current cash available. The Charter School has .9 months of cash on hand.

Capitalization structure assesses long-term solvency and stability:

- Debt-to-equity Ratio: Debt-to-equity Ratio of \$0.247. This ratio indicates that most of PUENTE's assets and resources are provided by funding from the school district and not creditors or vendors. PUENTE Charter uses \$0.247 of debt financing for every \$1 of equity financing.

### Statement of Cash Flow

The Charter School's cash increased by \$9,099. This increase was mainly due to the following:

- a. As the Statement of Activities reports equity earnings, the Statement of Cash Flow reports how much cash is coming from the equity earnings reported on the Statement of Activities. As such, on this statement we eliminate noncash items such as depreciation expense. (A non-cash item). As a non-cash item, change in depreciation of \$62,561 is added to the net deficit to reconcile the cash from operations.
- b. Accounts receivable increased by \$210,980. Increasing receivables means less inflow of cash through decrease in collections. Therefore, \$210,980 is subtracted from the net surplus.
- c. Deferred revenue increased by \$9,191. Increasing deferred revenue means that we received advance payments resulting in an increase in cash. The \$9,191 is added to the net surplus.
- d. Due to Other Programs increased by \$104,664. Increasing liabilities means that we are paying obligations later, increasing available cash. The \$104,664 is added to the net surplus.



- e. The total increase in cash of \$9,099 is added to the beginning cash of \$503,960 resulting in ending cash balance of \$513,059.

#### **Approval of Charter Financials as of December 31, 2025**

Motion: Scott Williams duly made a motion to approve the PUENTE Charter unaudited financial statements as of December 31, 2025. The board moved to approve the PUENTE Charter financial statements as of December 31, 2025. Lightbody “yes,” Williams “yes,” Ortega “yes”, Ontiveros “yes,” Nicolae “yes,” Rostal “yes.”

#### **Approval of LAUSD 2<sup>nd</sup> Interim Financials**

Ms. Castro shared the unaudited year-end report submitted to LAUSD. The report contains the same information previously presented as part of the PUENTE Charter financial statements but reformatted with object and resource codes.

Motion: Scott Williams duly made a motion to approve the PUENTE Charter LAUSD 2<sup>nd</sup> Interim Financials. The board moved to approve the PUENTE Charter LAUSD 2<sup>nd</sup> Interim Report Lightbody “yes”, Williams “yes”, Ortega “yes”, Ontiveros “yes”, Nicolae “yes”, Rostal “yes”.

#### **FY25 Audit Report**

Gina Sanchez with the audit firm Maginnis, Knechtel & McIntyre LLP provided an overview of the FY25 financial audit and confirmed that the organization received an unqualified opinion, the highest and cleanest level of audit assurance.

The audit, covering the financial statements as of June 30, 2025, determined that management appropriately recognized significant transactions and consistently applied accounting policies, with no new policies implemented during the year. Both revenue and net assets increased over the year. A noted recommendation was to review required updates on completing the CSPP 8501 Reports.

#### **Approval of FY25 Audit Report**

Motion: Dana Ontiveros duly made a motion to approve the FY 25 Audit Report and seconded by Scott Williams. The board moved to accept the FY 25 Audit Report. Williams “yes”, Ortega “yes”, Ontiveros “yes”, Nicolae “yes”, Rostal “yes “and Lightbody “yes”.



### **Approval of FY 26 Audit Engagement Letter**

Motion: Dana Ontiveros duly made a motion to approve the FY26 Audit Engagement Letter from audit firm Magannis, Knechtel & McIntyre LLP (MKM) and seconded by Scott Williams. The board moved to accept the MKM FY 26 Audit Engagement Letter. Williams “yes”, Ortega “yes”, Ontiveros “yes”, Nicolae “yes”, Rostal “yes” and Lightbody “yes”.

### **Adjournment**

Board President Lara Lightbody thanked everyone for their participation and adjourned the meeting at 12:45pm.

Respectfully,  
Isabel  
Ocampo



# **PUENTE CHARTER BOARD MEETING**

**WEDNESDAY, JUNE 10, 2026**

# LAUSD OVERSIGHT VISIT FOR 2025-26

*The following are results of the Los Angeles Unified School District Charter Schools Division Comprehensive Oversight/Evaluation Visit to PUENTE during the 2025-2026 school year (on a scale of 1 to 4; with 4 being the highest):*

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

# ACADEMIC CALENDAR 26-27

## FOR APPROVAL



PUENTE Charter School  
2026-2027 School Calendar | Calendario escolar

July   Julio						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
16 Instructional Days   Días de Instrucción						

August   Agosto						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
16 Instructional Days   Días de Instrucción						

September   Septiembre						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
20 Instructional Days   Días de Instrucción						

October   Octubre						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
22 Instructional Days   Días de Instrucción						

November   Noviembre						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
13 Instructional Days   Días de Instrucción						

December   Diciembre						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
14 Instructional Days   Días de Instrucción						

January   Enero						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
17 Instructional Days   Días de Instrucción						

February   Febrero						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
19 Instructional Days   Días de Instrucción						

March   Marzo						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
16 Instructional Days   Días de Instrucción						

April   Abril						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
22 Instructional Days   Días de Instrucción						

May   Mayo						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
20 Instructional Days   Días de Instrucción						

June   Junio						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
1 Instructional Days   Días de Instrucción						

**Begins Monday, August 10 and  
Concludes on Tuesday, June 1  
(180 Days)**



# SPECIAL EDUCATION CONTRACT

## FOR APPROVAL

- PUENTE serves approximately 10% special education students every academic year
- Contract services provide the needed support including Speech and Language and Resource Specialist Program
- PUENTE holds a contract with Comprehensive Therapy Associates (CTA), which are fee for services contracts

**Board Action:** Approve the renewal of the CTA contract for the 2026-2027 academic year

### **COMP THERAPY**

### **MASTER CONTRACT FOR SPECIAL EDUCATION**

### **AND RELATED SERVICES**

Between Puente Learning Center and Comprehensive Therapy Associates, Inc. – NPA Certification Code: 1A-19-532

This Master Contract is entered into pursuant to Education Code § 56355 and Title 5 of the California Code of Regulations § 3062, and shall govern the provision of special education and related services by Comprehensive Therapy Associates, Inc., a certified Nonpublic Agency (NPA), to students with Individualized Education Programs (IEPs) under the jurisdiction of Puente Learning Center.

# MEAL PROGRAM CONTRACT

## FOR APPROVAL

### CONTRACT EXTENSION

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Pages

Renewal (Extension Number)

Agreement Number (Base year)

4

2022

- 1) PUENTE Meal Program provider for four years –
- 2) Adheres to meal requirements as per the U.S. Dept. of Agriculture
- 3) Food Service is compliant with the *Code of Federal Regulations for Meals*
- 4) Quality food products
- 5) Responsive and reliable service
- 6) Overall student and parent satisfaction
- 7) Adhere to safety protocols

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

**SCHOOL FOOD AUTHORITY'S NAME**

PUENTE Learning Center

**FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER**

School Nutrition Plus EIN: 46-2182609

2. Base year contract term: Effective date: **7/1/2022** Expiration date: **6/30/2023**

Extension year: Effective date: **7/1/2026** Expiration date: **6/30/2027**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:  
\$289,947.60 (maximum dollar amount)

**Board Action:** Approve the extension of the school food service contract with School Nutrition Plus for the 2026-2027 academic year.

# AFTER SCHOOL – THINK TOGETHER

- 1) PUENTE After School provider for four years –
- 2) Offers extended school services until 6 pm, Monday through Friday
- 3) Provides on-site coordinator and classroom instructors
- 4) Provides additional support for additional 30 days of instruction during summer, with each day operating for 9 hours
- 5) Favorable feedback from student and parent community



EDUCATION PROTECTION ACCOUNT  
(EPA) FUNDING NOTICE  
FOR APPROVAL

1) EPA Funds are 17% of our LCFF Revenue and are to be used for teacher salaries and benefits.

Board Action: Approve the EPA funds for the purpose of teacher salaries and benefits.



**EPA – EDUCATION PROTECTION ACCOUNT**

About the **Education Protection Account:**

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

PROPOSITION 28 ARTS & MUSIC IN  
SCHOOLS FUNDING ANNUAL REPORT  
FOR APPROVAL

- 1) PUENTE expended the Prop 28 revenue to expand our Arts programming as identified in the Arts Plan.

Board Action: Approve the PUENTE Prop 28 Annual Report (funds were for staff salaries)



**EPA – EDUCATION PROTECTION ACCOUNT**

About the **Education Protection Account:**

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

# FINANCE UPDATE & THEN RETURN FOR THE LCAP PRESENTATION AND APPROVAL





# LOCAL CONTROL FUNDING FORMULA GUIDE (PRIORITIES FOR THE USE OF REVENUE)

Designates state funds to be used for “State Priorities” for school operations.

- Student Achievement
- Student Engagement
- Parental Involvement
- Implementation of Common Core
- School Climate (School Culture & Client Satisfaction)
- Basic Services (including facilities in good repair and access to standards-aligned instructional materials)

**STRATEGIC PLAN → LCAP →  
MTSS & COMMUNITY SCHOOLS  
→ APR**

Term	Purpose	Connection to the Others
<b>LCAP</b> (Local Control and Accountability Plan)	A district's state-required plan for goals, actions, and funding priorities.	Serves as the overarching accountability and improvement plan.
<b>Strategic Plan</b>	The district's long-term vision and priorities.	Often informs the goals that appear in the LCAP.
<b>MTSS</b> (Multi-Tiered System of Supports)	Framework for providing academic, behavioral, and social-emotional support to students.	A strategy used to achieve goals in the Strategic Plan and LCAP.
<b>Community Schools</b>	A model that integrates academics, health, family engagement, and community partnerships.	Provides services and supports that fit within MTSS and help meet LCAP/Strategic Plan goals.
<b>APR</b> (Annual Performance Report or Annual Progress Report, depending on context)	Measures progress toward goals and outcomes.	Tracks whether the Strategic Plan, LCAP, MTSS initiatives, and Community School efforts are producing results.

# LCAP GOAL #1

Goal #	Description	Type of Goal
1	Continue to implement a “whole child approach” in alignment with the CA Community Schools Framework and strengthening MTSS, to identify and address the academic, social-emotional, behavioral, and/or mental health needs of our students to further re-engage them using real-world learning experiences.	Broad
State Priorities addressed by this goal.		
Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 7: Course Access Priority 8: Pupil Outcomes		
An explanation of why the LEA has developed this goal.		
Puente Charter School has developed this goal to implement a comprehensive "whole child approach" in alignment with the California Community Schools Framework and strengthened Multi-Tiered System of Supports (MTSS) for several critical reasons:		

7	Attendance Rate Source: CALPADS	2022-23: 92%	2023-24: 91.78%	2024-25: 94.3%	2025-26: 95%	+2.3%
8	Chronic Absenteeism Rates Source: <a href="#">CA School Dashboard</a>	2022-23: Chronic Absenteeism Rate All Students 34.1% EL 41.4% SED 35.9% Hispanic 33.1%	2023-24: Chronic Absenteeism Rate All Students 32.2% EL 33.3% SED 32.2% SWD 40.0% Hispanic 31.7%	2024-25: Chronic Absenteeism Rate All Students 18.3% EL 16.2% SED 17.8% SWD 19.0% Hispanic 17.9%	2025-26 Chronic Absenteeism Rate All Students 18.0% EL 18.0% SED 20.0% SWD 22.0% Hispanic 18.0%	All Students: -15.8% EL: -25.2% SED: -18.1% *SWD: -21% Hispanic: -15.2% *Comparison Y1-Y2

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.

Puente Charter School develops an annual LCAP. For the 2026-27 plan year, Goal 1 was not changed, and the metrics associated with the goal were not changed. Based on reflections from prior-year implementation and on feedback from educational partners, including families, the following changes were made to Goal 1 actions for the 2026-27 school year. Puente Charter School will continue to use the California Science Test (CAST) science points as reported annually on the California School Dashboard to measure student progress on the science academic content standards.

First, Puente established an after-school Homework Hub. This new initiative is a direct response to feedback from families, particularly non-English-speaking parents who shared that language barriers make it difficult for them to support their children with homework, including knowing whether assignments have been completed or how to assist with them. The Homework Hub is designed to ensure that students have access to consistent academic support beyond the school day. College interns will provide homework assistance under the supervision and guidance of the Community Schools Navigator, ensuring that students receive help in a supportive and accessible environment.

Second, Puente will invest in a new Benchmark Phonics Intervention curriculum resource for the 2026-27 school year. This curriculum will be used by the Intervention Coach during out-of-classroom support and will strengthen Puente's ability to deliver targeted Tier 2 and Tier 3 phonics intervention aligned with current research on foundational reading skills. This investment responds directly to the 2025 Dashboard ELA performance data and to the prior-year reflection that more rigorous, targeted phonics intervention is needed to accelerate reading progress for students performing below grade level.

No other changes were made to Goal 1 actions, target outcomes, or metrics for the 2026-27 LCAP.

# LCAP GOAL #2

## 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

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.

Puente Charter School develops an annual LCAP each year as part of its data-driven decision-making. Target outcomes are revised annually to ensure program effectiveness and fidelity to Puente's educational program.

For LCAP Goal 2, no changes were made to the goal itself, the metrics associated with the goal, or the target outcomes for the 2026-27 plan year. Based on reflections from prior-year implementation and on current enrollment data, the following change was made to Goal 2 actions for the 2026-27 school year.

In response to an increase in student enrollment, Puente will add an additional Transitional Kindergarten (TK) classroom for the 2026-27 school year. This expansion will increase access to early learning opportunities for Puente families and will support the school's commitment to serving the youngest learners in the Boyle Heights and East Los Angeles community. To support the new TK classroom, Puente will also purchase classroom furniture and technology devices appropriate for TK students. These additions will ensure that the new classroom is fully equipped at the start of the school year and that TK students have access to the same quality of learning environment and instructional resources currently available in Puente's existing TK classroom.

No other changes were made to Goal 2 actions, target outcomes, or metrics for the 2026-27 LCAP.

# LCAP GOAL #3

## 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

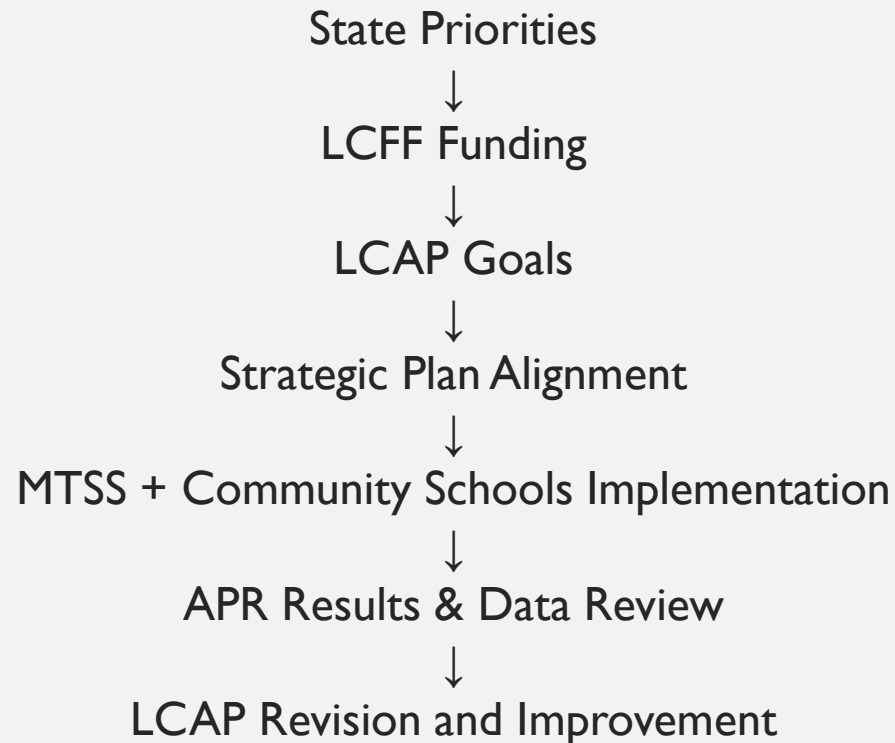
Priority 6: School Climate

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.

Puente Charter School develops a one-year LCAP annually as part of its data-driven decision-making. The school also conducts a comprehensive needs assessment each year to measure program effectiveness and to inform the allocation of resources for the upcoming plan year.

Based on the 2026-27 needs assessment and on reflections from prior-year implementation, no changes were made to LCAP Goal 3, its actions, its metrics, or its target outcomes for the 2026-27 school year. The Goal 3 action plan will continue as adopted, with no modifications.

# CONTINUOUS IMPROVEMENT CYCLE



# LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) FOR 2026-27

## FOR APPROVAL

### 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 2026-27

#### General Information

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

Puente Charter School is situated within the community of Boyle Heights and East Los Angeles, serving 305 students in grades TK through 5. Current student demographics reflect a population that is 99% Hispanic, and 1% White, with 12% Students with Disabilities (SWD), 19% English Learners (EL), 1% Homeless, 1% Foster Youth, and 82% Socioeconomically Disadvantaged (SED).

#### Educational Approach

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

#### History and Development

Founded in 2002 by dedicated educators and parents, Puente Charter School became the first charter school in Boyle Heights. Building on the foundation established by Puente Learning Center in 1985, the school has cultivated meaningful partnerships with the community to connect families with essential educational resources. From 2002 to 2017, Puente served only kindergarten students. Following a successful charter revision, the school expanded to include grades 1 through 5, fulfilling its commitment to provide high-quality education that addresses community needs, particularly for English Learners.

#### Educational Frameworks

Puente implements several integrated educational frameworks that work together to support student learning. The Multi-Tiered System of Supports (MTSS) provides a comprehensive framework for data-based decision-making across all school levels, focusing on aligning initiatives, supports, and resources to address the needs of all students, including gifted learners. Response to Intervention (RtI) coordinates resources from the school and community to support struggling students before they fall behind. Positive Behavioral Interventions and Supports (PBIS) addresses emotional and behavioral learning to increase student engagement and decrease problematic behavior over time.



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

#### **2025-2026 SCHOOL YEAR**

#### **FOR**

**PUENTE CHARTER SCHOOL (2621)**

Name and Location Code of Charter School

#### **LAUSD Vision**

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



<b>Charter School Name:</b>		<b>PUENTE CHARTER SCHOOL</b>			<b>Location Code:</b>	<b>2621</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
501 S. Boyle Ave.		Los Angeles	90033	323-780-2961	323-780-0359	
<b>Current Term of Charter<sup>1</sup>:</b>		<b>LAUSD Board District:</b>		<b>LAUSD Region:</b>		
July 1, 2025 to June 30, 2031		2		East		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>		<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 59</b>
301		360				
<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>		<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 16.4%</b>
TK-5		TK-5				
<b>Norm Enrollment Number:</b>		301				
<b>Total Number of Staff Members:</b>		<b>47</b>	<b>Certificated:</b>	<b>16</b>	<b>Classified:</b>	<b>31</b>
<b>Charter School's Leadership Team Members:</b>		Jerome Greening, CEO; Brenda Meza, Principal; Diana Juarez, Vice Principal; Isabel Calderon, Director of Special Education				
<b>Charter School's Contact for Special Education:</b>		Isabel Calderon, Director of Special Education		<b>SELPA &amp; Option:</b>		LAUSD SELPA Option 2
<b>CSD Assigned Administrator:</b>		Fabiola Garcia De Alba		<b>CSD Fiscal Oversight Manager:</b>		Helena Han
<b>Other CSD Team Members:</b>		N/A				
<b>Oversight Visit Date(s):</b>		01/30/2026		<b>Fiscal Review Date (if different):</b>		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>		No		<b>LAUSD Co-Location Campus(es) (if applicable):</b>		No

**SUMMARY OF RATINGS**

*(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



### CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

### REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the Governing Board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered for the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



GOVERNANCE	RATING*
<p align="center"><b>Summary of School Performance</b></p>	<p align="center">Choose a rating</p>
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING</b></p> <p>The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.). As part of the oversight visit, the organization shared documents as evidence of their systems and compliance in this area which include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Current Governing Board bylaws require no less than three (3) members and no more than twenty five (25). Review of the current board member roster indicated that at the time of the visit the Governing Board had Nine (9) members.</li> <li>• Governing Board meeting agendas and minutes covering the time period of December 4, 2024 to December 2025.</li> <li>• Folder included Documentation includes Brown Act Training (August 27, 2025)</li> <li>• Compliance Monitoring and Certification of Board Compliance Review form signed by the governing board chair on September 4, 2025.</li> <li>• Organizational chart aligned to the approved charter</li> </ul> <p><b>G2: DUE PROCESS</b></p> <p>The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. As part of the oversight visit, the organization shared documents as evidence of their systems and compliance in this area which include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Stakeholder complaint resolution Procedure which outlines the steps to be used by a parent, guardian, or community member who has a suggestion, question, concern or complaint about PUENTE Charter School’s policy, team member, or particular situation.</li> <li>• PUENTE UCP Policy and Procedures 2025-2026 in English and in Spanish and Parent form in English and Spanish.</li> <li>• PUENTE’s employee handbook, which includes descriptions of the school’s employee Code of Conduct and Employee Discipline Policy.</li> <li>• The PUENTE Parent and Student Handbook is available in English and in Spanish via the school’s website which includes procedures/policies regarding student discipline.</li> </ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b></p> <p>None noted at this time.</p> <p><b><u>Corrective Action Required</u></b></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p><b>Notes:</b></p>	



**Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

Not Applicable

**\*RATING NOTES:**

- *A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is “Not in Good Standing,” 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator’s most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**G2: DUE PROCESS**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS**

*The Governing Board has systems in place to ensure ongoing:*

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff</li> <li><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Human Resources policies and procedures</li> <li><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</li> <li><input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools</li> <li><input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form (“ESSA Grid”) for current academic year</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



**G5: FISCAL CONDITION**

<p><i>The Governing Board has a system in place to ensure fiscal viability:</i></p> <ul style="list-style-type: none"> <li>• The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.</li> <li>• If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).</li> </ul>	
Performance Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <i>and</i>, if applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><b>Notes:</b> Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold.</p> <p>*For example, the school’s financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school’s approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies</p> <p><input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies</p> <p><input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.)</p> <p><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board-approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, etc.)</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education’s (CDE) Charter School’s 2026 Performance Category <sup>2</sup>	Middle Performing
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 &amp; 11)</b></p> <ul style="list-style-type: none"> <li>● A majority of the school’s numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).           <ul style="list-style-type: none"> <li>○ The 2025 average DFS in ELA for the school’s English Learner student group (-69.5 DFS) is lower than the state average (-59.9 DFS).</li> <li>○ The 2025 average DFS in ELA for the school’s Latino student group (-26.3 DFS) is higher than the state average (-33.7 DFS).</li> <li>○ The 2025 average DFS in ELA for the school’s Socioeconomically Disadvantaged student group (-31.8 DFS) is higher than the state average (-35.3 DFS)</li> </ul> </li> </ul> <p><b>A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 &amp; 11)</b></p> <ul style="list-style-type: none"> <li>● The schoolwide Dashboard Math Indicator performance color is Orange, as compared to the state’s color of Yellow. The school’s 2025 schoolwide Math DFS (-40.8 DFS) is higher than the state average (-42.4 DFS).</li> </ul> <p><b>A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 &amp; 11)</b></p> <ul style="list-style-type: none"> <li>● All of the school’s numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).           <ul style="list-style-type: none"> <li>○ The 2025 average DFS in Math for the school’s English Learner student group (-65.3 DFS) is higher than the state average (-86.1 DFS).</li> <li>○ The 2025 average DFS in Math for the school’s Latino student group (-40.4 DFS) is higher than the state average (-73.6 DFS).</li> <li>○ The 2025 average DFS in Math for the school’s Socioeconomically Disadvantaged students (-47 DFS) is higher than the state average (-72.9 DFS)</li> </ul> </li> </ul> <p><b>A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)</b></p> <ul style="list-style-type: none"> <li>● The schoolwide Dashboard ELPI performance color is Orange, as compared to the state’s color of Yellow. The school’s 2025 percentage of English Learner students making progress towards English language proficiency (50.9%) is higher than the state average (46.4%).</li> </ul> <p><b>A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)</b></p> <ul style="list-style-type: none"> <li>● The schoolwide Dashboard Suspension Rate Indicator performance color is Blue, as compared to the state’s color of Green. The school’s 2025 percentage of students suspended at least one day (0.0%) is lower than the state average (2.9%).</li> </ul>	

<sup>2</sup> In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.



**Areas Noted for Further Growth and/or Improvement**

**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)**

- The schoolwide Dashboard ELA Indicator performance color is Orange, as compared to the state’s color of Yellow. The school’s 2025 schoolwide ELA DFS (-26 DFS) is lower than the state average (-8.1 DFS).
  
- To support increased student outcomes in the area of ELA, school leadership reports implementing the following which includes but is not limited to:
  - Increased Coaching
  - Professional Development in Phonics, vocabulary, and the art of teaching reading
  - Data analysis and intentional planning
  - After school tutoring support

**A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)**

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Yellow, as compared to the state’s color of Yellow. The school’s 2025 percentage of chronically absent students (18.3%) is higher than the state average (17.1%).
  
- To support increased student outcomes in the area of ELA, school leadership reports implementing the following which includes but is not limited to:
  - Increased Coaching
  - Professional Development in Phonics, vocabulary, and the art of teaching reading
  - Data analysis and intentional planning
  - After school tutoring support

**Corrective Action Required**

None noted that require immediate action to remedy concerns indicated in this report.

**Notes:**

The Indicator information below is provided for informational purposes only and will not be scored.

**ALL STUDENTS SCIENCE INDICATOR** - The school’s schoolwide Dashboard Science Indicator is at [50.7](#) science points as compared to the state at 52.6 science points

**Local Indicators: Dashboard Year 2025**

Basic Services and Conditions: [Met](#)

Implementation of State Academic Standards: [Met](#)



Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met

**Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:**

- Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)
- No Status

**2025 LCFF Charter School Assistance Eligibility:**

- General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
- Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

**For 2024-2025:**

The school's percent of "At Risk" ELs is 6.0% as compared to the state's percent of 6.0%

The school's percent of "LTELs" is 0.0% as compared to the state percent of 10.4%

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

- Not Applicable

*\*RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.*



**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input checked="" type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)



**A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)



**A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not available – No color assigned on the California School Dashboard for the CCI <input checked="" type="checkbox"/> Not applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)



**A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) <input checked="" type="checkbox"/> Not applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard All Students Chronic Absenteeism Indicator (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)



**A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard All Students Graduation Rate Indicator (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input checked="" type="checkbox"/> Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)

**A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard All Students Suspension Rate Indicator (CDE)</li> </ul>	
Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Other: (Specify)



**ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
<p><b>The Science Indicator information is for informational purposes only and will not be scored.</b></p> <p><input type="checkbox"/> The California School Dashboard All Students Science Indicator is the same or higher than the state</p> <p><input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state</p> <p><input type="checkbox"/> Not applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school</p> <p><input type="checkbox"/> Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)</p>	<p><input checked="" type="checkbox"/> California School Dashboard (CDE)</p> <p><input type="checkbox"/> Other: (Specify)</p>



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	4, Accomplished
<p><b><u>Areas of Demonstrated Strength and/or Progress</u></b></p> <p><b>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</b></p> <p>The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report. Review of documentation in Folder III, evidence of implementation of these key features included, but are not limited to:</p> <ul style="list-style-type: none"> <li>• School leaders highlighted key features of the school including but not limited to: Monthly Family Nights, Multi-Tiered Systems of Support (MTSS) Pathway Certified instructional staff, Student led parent conferences two times per year, Year-long Culturally Responsive Curriculum, Dedicated Professional Development schedule (two weeks in August and every Friday), providing evidence-based professional learning opportunities for all educators.</li> <li>• As noted above in the Student Achievement and Educational Performance category, the school achieved positive results for its students as evidenced by achieving an overall rating of “3”.</li> <li>• Based on a review of documentation provided by the Charter, the following are a sampling of Professional Development provided for the current school year: Data and Testing, SEL Structures, Behavior / Classroom Management, Supporting English Language Learner, and Tier 1 and 2 Intervention.</li> </ul> <p><b>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</b></p> <p>The school has a well-developed system to implement and monitor the components of the charter’s instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p> <p>Review of documentation provided in advance of the oversight visit and discussions with school leaders included evidence of the school’s implementation of:</p> <ul style="list-style-type: none"> <li>• As noted above in the Student Achievement and Educational Performance category, the school achieved positive results for its student groups as evidenced by all or a majority of student groups outperforming their respective student group state averages in ELA and Math.</li> <li>• PUENTE provided differentiated instructional strategies designed to meet the needs of all students. Examples included but are not limited to: Technology Integration, Data Driven, higher quality professional development, establishing partnerships with families and community members, New Comer Summer Program.</li> </ul> <p><b><u>Areas Noted for Further Growth and/or Improvement</u></b></p> <p>None at this time.</p> <p><b><u>Corrective Action Required</u></b></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	



**Notes:**

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

Not Applicable

**\*RATING NOTES:**

- *The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.*



**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has fully implemented the educational program, including innovative components and key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input type="checkbox"/> The school has implemented the educational program, including innovative components and key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including innovative components and key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Innovative Components and Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)  High School: N/A <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy (9 <sup>th</sup> grade only) <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates



**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS**

*The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Internal assessment data</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Students Experiencing Homelessness Designee</p> <p><input checked="" type="checkbox"/> Foster Youth Designee</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners Cant access some items please to have direct access</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system</p>



**O3: SPECIAL EDUCATION**

*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Maintains and monitors mandated IEP timeline records and accurate service provision records in Welligent
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Provides special education training for staff

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with School Leadership <input type="checkbox"/> Other: (Specify)



**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Documentation of systems to promote regular attendance <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT**

<p><i>The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> <li>• Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP</li> <li>• Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable</li> </ul>	
Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Other: (Specify) Community Engagement Initiative



**A. Review of Clearances, Credentialing, and Mandated Training Compliance Items**

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

*\*Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.*

Item	Evident	Not Evident
All <u>new</u> employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

*\*Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.*

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(1).	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*\*Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.*

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
All <u>new</u> employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
All employees have current TB clearance, per Federal, State, and District Required Language.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	

Notes:



**B. Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.**  
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	

Notes:



**C. Review of Transparency and Stakeholder Information Compliance Items**

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.**

Item	Evident	Not Evident
<p>The following information posted to the school's website:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h)</li> <li><input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d).</li> <li><input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6</li> <li><input checked="" type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6</li> <li><input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6</li> <li><input type="checkbox"/> Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	<input type="checkbox"/>	<input type="checkbox"/>
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	<input checked="" type="checkbox"/> Not applicable	
	<input type="checkbox"/>	<input type="checkbox"/>
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> Not applicable	
Notes:		



**LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)**

*The CSD reviewed the Local Control and Accountability Plan.*

<b>All requested template information and descriptions were <i>provided</i>:</b>	<b>Sources of Evidence</b>
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- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Action Tables
- Instructions

- Local Control and Accountability Plan
- Board Agenda and Minutes

Notes:



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 1/30/2026

2621 PUENTE Charter	2021-2022					2022-2023					2023-2024				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		695,155	825,725	840,234	840,234		812,747	812,747	1,311,741	1,311,741		840,943	784,930	807,818	807,818
Accounts Receivable		516,453	325,750	849,552	862,256		525,750	525,750	380,017	454,130		423,973	523,014	544,921	614,217
Other Current Assets		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Current Assets</b>		<b>1,211,608</b>	<b>1,151,475</b>	<b>1,689,785</b>	<b>1,702,490</b>		<b>1,338,497</b>	<b>1,338,497</b>	<b>1,691,758</b>	<b>1,765,871</b>		<b>1,264,916</b>	<b>1,307,944</b>	<b>1,352,739</b>	<b>1,422,035</b>
Fixed and Other Assets		512,584	572,717	514,887	514,888		580,345	580,345	848,921	848,921		581,917	581,917	1,114,033	1,114,382
<b>Total Assets</b>		<b>1,724,192</b>	<b>1,724,192</b>	<b>2,204,672</b>	<b>2,217,378</b>		<b>1,918,842</b>	<b>1,918,842</b>	<b>2,540,680</b>	<b>2,614,792</b>		<b>1,846,833</b>	<b>1,889,861</b>	<b>2,466,772</b>	<b>2,536,417</b>
<b>Deferred Outflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	0	466,468	479,173		0	0	757,447	788,532		0	280,275	570,643	640,471
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		<b>0</b>	<b>0</b>	<b>466,468</b>	<b>479,173</b>		<b>0</b>	<b>0</b>	<b>757,447</b>	<b>788,532</b>		<b>0</b>	<b>560,550</b>	<b>570,643</b>	<b>640,471</b>
<b>Deferred Inflows of Resources</b>		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>1,724,192</b>	<b>1,724,192</b>	<b>1,738,204</b>	<b>1,738,205</b>		<b>1,918,842</b>	<b>1,918,842</b>	<b>1,783,232</b>	<b>1,826,260</b>		<b>1,846,833</b>	<b>1,889,861</b>	<b>1,896,129</b>	<b>1,895,946</b>
Total Revenues	3,135,730	3,135,730	3,372,167	3,834,926	3,834,926	5,044,741	5,044,741	5,044,741	5,590,297	5,627,020	5,954,828	5,954,828	5,954,828	5,966,965	5,966,966
Total Expenditures	3,117,950	3,117,950	3,354,387	3,802,904	3,802,903	4,864,103	4,864,103	4,864,103	5,545,269	5,538,965	5,891,227	5,891,227	5,891,227	5,897,096	5,897,280
<b>Net Income / (Loss)</b>	<b>17,780</b>	<b>17,780</b>	<b>17,780</b>	<b>32,022</b>	<b>32,023</b>	<b>180,638</b>	<b>180,638</b>	<b>180,638</b>	<b>45,028</b>	<b>88,055</b>	<b>63,601</b>	<b>63,601</b>	<b>63,601</b>	<b>69,869</b>	<b>69,686</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>17,780</b>	<b>17,780</b>	<b>17,780</b>	<b>32,022</b>	<b>32,023</b>	<b>180,638</b>	<b>180,638</b>	<b>180,638</b>	<b>45,028</b>	<b>88,055</b>	<b>63,601</b>	<b>63,601</b>	<b>63,601</b>	<b>69,869</b>	<b>69,686</b>
Net Assets, Beginning	1,730,427	1,706,412	1,706,412	1,706,412	1,706,182	1,724,192	1,738,204	1,738,204	1,738,204	1,738,205	1,918,842	1,783,232	1,783,232	1,783,231	1,826,260
Adj. for restatement / Prior Yr Adj	0	0	0	(230)	0	0	0	0	0	0	14,012	0	0	43,028	0
<b>Net Assets, Beginning, Adjusted</b>	<b>1,730,427</b>	<b>1,706,412</b>	<b>1,706,412</b>	<b>1,706,182</b>	<b>1,706,182</b>	<b>1,724,192</b>	<b>1,738,204</b>	<b>1,738,204</b>	<b>1,738,204</b>	<b>1,738,205</b>	<b>1,932,854</b>	<b>1,783,232</b>	<b>1,826,260</b>	<b>1,826,259</b>	<b>1,826,260</b>
<b>Net Assets, End</b>	<b>1,748,207</b>	<b>1,724,192</b>	<b>1,724,192</b>	<b>1,738,204</b>	<b>1,738,205</b>	<b>1,904,830</b>	<b>1,918,842</b>	<b>1,918,842</b>	<b>1,783,232</b>	<b>1,826,260</b>	<b>1,996,455</b>	<b>1,846,833</b>	<b>1,889,861</b>	<b>1,896,128</b>	<b>1,895,946</b>
Unrestricted Net Assets		1,724,192	1,724,192	1,738,204	1,238,069		1,918,842	1,918,842	1,783,232	1,326,124		1,846,833	1,889,861	1,896,129	1,395,810
Restricted Net Assets		0	0	0	500,136		0	0	0	500,136		0	0	0	500,136

2621 PUENTE Charter	Audited Financials					2024-2025					2025-2026				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	840,234	1,311,741	807,818	503,960	0		715,335	664,637	503,960	503,960		446,916	503,960	0	0
Accounts Receivable	862,256	454,130	614,217	545,994	0		682,421	658,434	507,931	545,994		671,879	562,815	0	0
Other Current Assets	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Current Assets</b>	<b>1,702,490</b>	<b>1,765,871</b>	<b>1,422,035</b>	<b>1,049,954</b>	<b>0</b>		<b>1,397,756</b>	<b>1,323,071</b>	<b>1,011,892</b>	<b>1,049,954</b>		<b>1,118,795</b>	<b>1,066,775</b>	<b>0</b>	<b>0</b>
Fixed and Other Assets	514,888	848,921	1,114,382	1,132,313	0		557,910	1,057,452	1,018,935	1,132,313		946,938	946,938	1,132,313	1,132,313
<b>Total Assets</b>	<b>2,217,378</b>	<b>2,614,792</b>	<b>2,536,417</b>	<b>2,182,267</b>	<b>0</b>		<b>1,955,666</b>	<b>2,380,523</b>	<b>2,030,827</b>	<b>2,182,267</b>		<b>2,065,734</b>	<b>2,199,088</b>	<b>0</b>	<b>0</b>
<b>Deferred Outflows of Resources</b>	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	479,173	788,532	640,471	349,464	0		0	425,040	101,657	349,464		119,744	349,464	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>479,173</b>	<b>788,532</b>	<b>640,471</b>	<b>349,464</b>	<b>0</b>		<b>0</b>	<b>425,040</b>	<b>101,657</b>	<b>349,464</b>		<b>119,744</b>	<b>349,464</b>	<b>0</b>	<b>0</b>
<b>Deferred Inflows of Resources</b>	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>1,738,205</b>	<b>1,826,260</b>	<b>1,895,946</b>	<b>1,832,803</b>	<b>0</b>		<b>1,955,664</b>	<b>1,955,483</b>	<b>1,929,170</b>	<b>1,832,803</b>		<b>1,945,990</b>	<b>1,849,624</b>	<b>0</b>	<b>0</b>
Total Revenues	3,834,926	5,627,020	5,966,966	6,348,455	0	6,321,146	6,321,146	6,321,146	6,385,935	6,348,455	6,638,090	6,638,090	6,638,090	0	0
Total Expenditures	3,802,903	5,538,965	5,897,280	6,411,598	0	6,261,609	6,261,609	6,261,609	6,352,894	6,411,598	6,621,269	6,621,269	6,621,269	0	0
<b>Net Income / (Loss)</b>	<b>32,023</b>	<b>88,055</b>	<b>69,686</b>	<b>(63,143)</b>	<b>0</b>	<b>59,537</b>	<b>59,537</b>	<b>59,537</b>	<b>33,041</b>	<b>(63,143)</b>	<b>16,821</b>	<b>16,821</b>	<b>16,821</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>32,023</b>	<b>88,055</b>	<b>69,686</b>	<b>(63,143)</b>	<b>0</b>	<b>59,537</b>	<b>59,537</b>	<b>59,537</b>	<b>33,041</b>	<b>(63,143)</b>	<b>16,821</b>	<b>16,821</b>	<b>16,821</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	1,706,182	1,738,205	1,826,260	1,895,946	0	1,889,861	1,896,127	1,896,127	1,896,126	1,895,946	1,955,483	1,929,169	1,832,803	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	14,012	0	(181)	3	0	0	0	(96,366)	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>1,706,182</b>	<b>1,738,205</b>	<b>1,826,260</b>	<b>1,895,946</b>	<b>0</b>	<b>1,903,873</b>	<b>1,896,127</b>	<b>1,895,946</b>	<b>1,896,129</b>	<b>1,895,946</b>	<b>1,955,483</b>	<b>1,929,169</b>	<b>1,736,437</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>1,738,205</b>	<b>1,826,260</b>	<b>1,895,946</b>	<b>1,832,803</b>	<b>0</b>	<b>1,963,410</b>	<b>1,955,664</b>	<b>1,955,483</b>	<b>1,929,170</b>	<b>1,832,803</b>	<b>1,972,304</b>	<b>1,945,990</b>	<b>1,753,258</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	1,238,069	1,326,124	1,395,810	1,332,667	0		1,955,664	1,955,483	1,929,170	1,332,667		1,945,990	1,849,624	0	0
Restricted Net Assets	500,136	500,136	500,136	500,136	0		0	0	0	500,136		0	0	0	0



<b>FISCAL OPERATIONS</b>	<b>RATING</b>
<b>Summary of School Performance</b>	4, Accomplished

**Other circumstances and information could influence the rating and are noted in this evaluation.**

**Financial Highlights**

The charter school's net assets are positive.

<b>FINANCIAL HIGHLIGHTS</b>					
<b>PUENTE Charter</b>	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	\$1,738,205	\$1,826,260	\$1,895,946	\$1,832,803	\$1,849,624
Net Income / (Loss)	\$32,023	\$88,055	\$69,686	(\$63,143) <sup>1</sup>	\$16,821
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$840,234	\$1,311,741	\$807,818	\$503,960	\$503,960
Unrestricted Net Assets	\$1,238,069	\$1,326,124	\$1,395,810	\$1,332,667	\$1,849,624
Norm Enrollment Reported by the School	240	300	297	299	301
<b>FINANCIAL RATIO ANALYSIS</b>					
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	32.56%	23.94%	23.67%	20.79%	27.93%



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **1/30/2026**

<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	22.09%	23.68%	13.70%	7.86%	7.61%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	355.30%	223.94%	222.03%	300.45%	305.26%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	21.61%	30.16%	25.25%	16.01%	15.89%

<sup>1</sup> Per the school, the net loss reported for 2024-2025 was primarily due to adjustments to Expanded Learning Opportunities Program revenues based on actual expenditures and removal of a duplicated accounts receivable and revenue entry.

**Norm Enrollment Data and Trends**

The school’s Norm Enrollment history by grade level is summarized below.

<b>PUENTE Charter’s Norm Day Enrollment History</b>					
<b>Grade Level</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
TK*		23	22	16	28
K*	68	53	46	46	40
1	40	53	57	44	51
2	41	35	51	59	45
3	44	46	34	53	53
4	47	46	46	37	52
5		44	41	44	32
<b>Total Enrollment</b>	<b>240</b>	<b>300</b>	<b>297</b>	<b>299</b>	<b>301</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>N/A</b>	<b>60</b>	<b>(3)</b>	<b>2</b>	<b>2</b>



<b>Enrollment Growth/(Decrease) (%)</b>	N/A	25.0%	(1.0%)	0.7%	0.7%
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\*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts (if applicable) include the TK counts for the school years prior to 2022-2023.

<b>Accumulated Increase/Decrease in Student Enrollment Since 2021-2022</b>	
Accumulated increase in student enrollment count	<b>61</b>
Accumulated increase in student enrollment percentage	<b>25.4%</b>
<b>2025-2026 projected enrollment per the enrollment rollout plan or budget in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment</b>	
2025-2026 per the enrollment rollout plan in the school's operative charter	<b>320</b>
2025-2026 Norm Enrollment	<b>301</b>
Below 2025-2026 per enrollment rollout plan in its operative charter	<b>(19)</b>
Below 2025-2026 per enrollment rollout plan in its operative charter percentage	<b>(5.9%)</b>

**Areas of Demonstrated Strength and/or Progress:**

1. The school's net assets are positive. Please refer to the Financial Highlights table above.

**Areas Noted for Further Growth and/or Improvement:**

No significant items were noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

**1. Type of Observation: Bank Reconciliation Reports Not Prepared and/or Reviewed/Approved Timely**

- **Source(s) of Document Reviewed:** Bank Reconciliation Reports
- **Description of Observations:** The CSD noted that the bank reconciliation reports for the following bank statements lacked evidence of timely preparation, review, and/or approvals as summarized below.



**Wells Fargo Bank**

Account Number	Monthly Bank Statement Ending Date	Reconciliation Report Preparation/Review/Approval Deadline (per PUENTE's Fiscal Policies)	Documented Preparation/Review/Approval Date of Reconciliation Report	# of Days Reconciliation Prepared/Reviewed/Approved Late
X2469	4/30/2025	5/31/2025	6/17/2025	17
X2469	5/31/2025	6/30/2025	7/22/2025	22
X2469	6/30/2025	7/31/2025	9/2/2025	33
X2469	8/31/2025	9/30/2025	11/1/2025	32
X2931	8/31/2025	9/30/2025	10/31/2025	31

- Charter Operator’s Fiscal Policies and Procedures:** Page 21 of PUENTE Charter School's Accounting Policies and Procedures Manual Internal Financial Controls, dated June 5, 2024, states "Bank statements will be reconciled monthly;" and page 20 of PUENTE Learning Center's Accounting Policies and Procedures Manual, dated June 5, 2024, states: "Account reconciliations for the preceding month are to be completed by the 20th working day of the month following or as requested by the VP of Finance. WFB Operating & Charter School accounts are reconciled on a daily basis using the Cash Flow Projection worksheet. At a minimum, each bank account is to be reconciled monthly along with selected balance sheet accounts with significant balances."
- Charter School’s or Charter Operator’s Response:** “During 2025, the Vice President of Finance experienced the loss of family members and took time to address personal matters. As a result, the documented review and approval of certain monthly bank reconciliations did not occur within the standard timeframe. Management acknowledges the delay in formal review; however, continuous oversight of cash activity was maintained through the implementation of compensating controls. On a weekly basis, the Chief Executive Officer and the Staff Accountant reviewed all cash balances, outstanding invoices and checks using the weekly Cash Flow Projection worksheet. Any discrepancies identified during the weekly reviews were investigated and resolved timely. This process provided ongoing segregation of oversight and maintained active monitoring of cash transactions throughout the period. The monthly bank reconciliation report serves as a cumulative summary of the weekly monitoring activities and provides formal documentation of the reconciliation process. The Vice President of Finance has a priority on ensuring timely review and approval of reconciliations, and all delayed reconciliations are subsequently reviewed to ensure accuracy.”
- CSD’s Comments:** The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures to ensure that all of the school’s Bank Reconciliation Reports are prepared accurately, reviewed, and approved in a timely manner, and include documentation of the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval processes performed by the school to help reduce the risk of fraudulent activities and detect unauthorized withdrawals and/or bank errors. The PUENTE Charter Board may designate an alternative staff member to review bank reconciliations when the assigned personnel are unable to perform this duty for an extended period.

The Charter Schools Division will continue to monitor this issue referenced above during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**



None noted that immediate action is required to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**  
 Not Applicable

**Notes:**

I.	<u>Review of Fiscal Documentation</u>	<u>Comments</u>
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
	The status of audit findings from 2023-2024 (if applicable):	Not applicable
2.	(Only for <b>new schools</b> without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Do not mirror each other; however, the charter school provided reasonable variance explanation/s.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	PUENTE Charter
		No discrepancies were noted.



5.	Proposition 39 information.	Not applicable	
<b><u>II.</u></b>	<b><u>Review of 2025-2026 Fiscal Preparation Guide</u></b>	<b><u>Provided</u></b>	<b><u>Comments</u></b>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: Social Security and 403(b) Plan
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	



Annual Performance-Based Oversight Visit Report

15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	The most recently signed and executed Accounting Services Agreement was provided.
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from 10/2024 to 9/2025
			Reviewed checks for sample testing
			No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 4/2025 to 9/2025
			Reviewed credit card transactions for sample testing
			No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 4/2025 to 9/2025
			Reviewed electronic credit/debit transactions for sample testing
			The CSD's observations were noted in the OO section above.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	



Annual Performance-Based Oversight Visit Report

25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	N/A	
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	Yes	As noted in the school’s 2024-2025 Annual Performance-Based Oversight Report, the school provided its facility improvement project plan for the PUENTE Learning Center and provided the status/updates. Per the school, the project was completed in July 2025.
28.	Employee Retention Credit	N/A	
29.	Disclosure of Legal Issues with material fiscal impact	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable  
 ANI = Areas Noted for Further Growth and/or Improvement  
 OO = Other Observations



**Fiscal Operations Rubrics**

*Existing School* – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

*New School* – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

<b>Existing School 4 (Accomplished)</b>	<b>To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.</b>
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<b><u>REQUIRED CRITERIA</u></b>	
<ol style="list-style-type: none"> <li>1. Net assets are positive in the two most current annual independent audit reports;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> <li>14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;</li> <li>15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;</li> <li>16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;</li> <li>17. Proper segregation of duties is consistently in place;</li> <li>18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and</li> </ol>	



19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

*Existing School  
3 (Proficient)*

*To receive a rating of **3 (Proficient)**, an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.*

**REQUIRED CRITERIA**

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;



8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



**Existing School  
2 (Developing)**

*An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.*

**REQUIRED CRITERIA**

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school’s charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).



**Existing School  
1 (Unsatisfactory)**

*An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.*

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator’s most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

**New School  
2 (Developing)**

*A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.*

**REQUIRED CRITERIA**

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school’s *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

*New School  
1 (Unsatisfactory)*

*A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.*

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school’s approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



**PUENTE Charter School**  
**2026-2027 School Calendar | Calendario escolar**

July   Julio						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
16 Instructional Days   Días de Instrucción						

August   Agosto						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
16 Instructional Days   Días de Instrucción						

September   Septiembre						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
20 Instructional Days   Días de Instrucción						

October   Octubre						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
22 Instructional Days   Días de Instrucción						

November   Noviembre						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
13 Instructional Days   Días de Instrucción						

December   Diciembre						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
14 Instructional Days   Días de Instrucción						

January   Enero						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
17 Instructional Days   Días de Instrucción						

February   Febrero						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
19 Instructional Days   Días de Instrucción						

March   Marzo						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
16 Instructional Days   Días de Instrucción						

April   Abril						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
22 Instructional Days   Días de Instrucción						

May   Mayo						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
20 Instructional Days   Días de Instrucción						

June   Junio						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
1 Instructional Days   Días de Instrucción						

Instructional/Event Day Color Key\* Clave de color del Día de Instrucción/ Eventos\*

	Summer Camp Campamento de verano		Parent Conferences Conferencias de Padres
	No classes: Holiday or Pupil Free Day No Clases: Días festivos o Día libre para estudiantes		
	Instructional Day Día de Instrucción		
	First and Last Day of School Primer y último día de clases		



**PUENTE Charter School**  
**2026-2027 School Calendar | Calendario escolar**

**Monthly Parent Engagement  
 Event Opportunities\***

**Coffee with Administration – 1<sup>st</sup> Tuesday of the Month**

Meetings are held where deep conversations and active participation in regards to school updates including the development of our Local Control Accountability Plan.

*Getting Ready for College Presentations:* Short presentations during Coffee with Administration on building a foundation through a child's primary years that will get them to post-secondary success in the future. Topics include how to bring college into family discussions, family reading, weekend outings, and financial planning

**Community Connections Nights – 2<sup>nd</sup> Tuesday of the Month**

Workshops for all parents/caregivers, adult students, and families! Each month various resources in the community will be highlighted. These include mental health and wellness, nutrition and cooking, financial literacy, and Know your Rights workshops.

**Student Recognition Ceremony – 1<sup>st</sup> Friday of the Month**

Join us to celebrate the achievements of our students! Students are recognized for their monthly attendance and academic achievements.

**English Learner Advisory Committee (ELAC) – 3<sup>rd</sup> Wednesday of the Month**

Responsible for advising the principal and staff on programs and services for English learners. This committee will also help with the development of the school's needs assessment and ways to make parents aware of the importance of regular school attendance.

**Family Nights – 3<sup>rd</sup> Thursday of the Month**

We strongly encourage all parents/caregivers and Charter School students to attend Family Night Meetings. Strengthening the home/school connection and relationship through engaging interactives and recognition of students who have attained perfect attendance will be the focus of the meetings.

**Coffee with the Counselor – 3<sup>rd</sup> Thursday of the Month**

A monthly meeting designed for parents, focusing on the Social-Emotional Learning (SEL) themes their children are exploring in school. Each meeting, led by the school counselor, will explore the importance of these SEL concepts and offer practical ways for parents to reinforce and apply them at home, thereby supporting their child's overall educational development.

**Oportunidades Mensuales de  
 Participación de Eventos de Padres\***

**Café con la Administración – 1er martes del Mes**

Se llevan a cabo reuniones donde hay conversaciones profundas y participación activa con respecto a las actualizaciones de la escuela, incluido el desarrollo de nuestro Plan de responsabilidad de control local.

*Presentaciones Preparándose para La Universidad:* Breves presentaciones durante Café con la Administración sobre cómo construir una base a lo largo de los años de primaria de un niño que lo llevará al éxito posterior a la secundaria en el futuro. Los temas incluyen cómo llevar la universidad a las discusiones familiares, la lectura familiar, las salidas de fin de semana y la planificación financiera.

**Noches de Conexiones Comunitarias – 2do martes del mes**

¡Talleres para todos los padres/cuidadores, estudiantes adultos y familias! Cada mes se destacarán varios recursos en la comunidad. Estos incluyen salud mental y bienestar, nutrición y cocina, alfabetización financiera y talleres Conozca sus Derechos.

**Ceremonia de reconocimiento de estudiantes – 1er viernes del mes**

¡Únase a nosotros para celebrar los logros de nuestros estudiantes! Los estudiantes son reconocidos por su asistencia mensual y sus logros académicos.

**Comité Asesor de Aprendices de Inglés (ELAC) - 3er miércoles del mes**

Responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés. Este comité también ayudará con el desarrollo de la evaluación de las necesidades de la escuela y las formas de concientizar a los padres sobre la importancia de la asistencia regular a la escuela.

**Noches Familiares – 3er jueves del mes**

Recomendamos enfáticamente a todos los padres/cuidadores y estudiantes de la Escuela Chárter que asistan a las reuniones nocturnas familiares. El enfoque de las reuniones será fortalecer la conexión y la relación entre el hogar y la escuela a través de interacciones atractivas y el reconocimiento de los estudiantes que han logrado una asistencia perfecta.

**Café con la Consejera – 3er jueves del mes**

Reunión mensual diseñada para padres, enfocada en los temas de Aprendizaje Socioemocional (ASE) que sus hijos están explorando en la escuela. Cada reunión, dirigida por el consejero escolar, explorará la importancia de estos conceptos de ASE y ofrecerá maneras prácticas para que los padres los refuercen y apliquen en casa, apoyando así el desarrollo educativo integral de sus hijos.

**Events\* Eventos \***

July Julio	23	Back to School Orientation with Administration Team Zoom (Option 1 – 7:30am or Option 2- 4:00pm) Evento de Orientación de Regreso a la Escuela con Equipo de Administración Zoom (Opción 1 – 7:30 am u Opción 2 – 4:00 pm)
August Agosto	5	Back to Classes Teacher Orientation Zoom 9am Regreso a clases Orientación para maestros Zoom 9am In Person Meet and Greet (TK – 1st at 2 pm and 3rd-5th at 4 pm) Conocer y saludar en persona (TK - 1er a las 2 pm y 3er - 5to a las 4 pm)
November Noviembre	19	Parent Conferences Conferencias de padres
March Marzo	18	Parent Conferences Conferencias de Padres

\*Events are subject to change for updated information please consult ParentSquare. \* Los eventos están sujetos a cambios. Para obtener información actualizada, consulte ParentSquare.

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## **COMP THERAPY MASTER CONTRACT FOR SPECIAL EDUCATION AND RELATED SERVICES**

Between Puente Learning Center and Comprehensive Therapy Associates, Inc. – NPA Certification Code: 1A-19-532

This Master Contract is entered into pursuant to Education Code § 56355 and Title 5 of the California Code of Regulations § 3062, and shall govern the provision of special education and related services by Comprehensive Therapy Associates, Inc., a certified Nonpublic Agency (NPA), to students with Individualized Education Programs (IEPs) under the jurisdiction of Puente Learning Center.

### **RECITALS**

Comp Therapy is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education, located at 1017 N. Lake St, Burbank, CA 91502.

WHEREAS, Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its public or private schools ("Service Location"); and

WHEREAS, Comp Therapy wishes to provide certain Services with respect to education and/or other social Services to Client at the Service Location (the "Services");

NOW THEREFORE, in consideration of the premises and covenants herein contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

### **AGREEMENT**

In consideration of the promises and covenants contained herein, the parties agree as follows:

#### **1. COMMENCEMENT DATE AND TERM**

This Agreement shall commence at 12:01 a.m. on July 1<sup>st</sup>, 2026 (the "Commencement Date") and shall continue until 11:59 p.m. on June 30<sup>th</sup>, 2027 (the "Term").

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## 2. RESPONSIBILITIES OF COMP THERAPY

### A. COMPLIANCE WITH LAWS

- a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances, and regulations (including, but not limited to, applicable and active health orders) relating to its business in general and the provision of Special Education Services.
- b. SELPA Certification and Notification: Comp Therapy certifies that it is a Nonpublic Agency (NPA) certified by the California Department of Education and recognized by the relevant Special Education Local Plan Area (SELPA). In the event that Comp Therapy's certification is suspended, revoked, or otherwise terminated, Comp Therapy shall immediately notify the Client. Loss of certification shall constitute grounds for immediate termination of this Agreement by Client without penalty.
- c. Qualified Personnel: Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide Services to students under the Individuals with Disabilities Education Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services, such as holding an applicable California credential, certification or license. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students on Client's site. Such list will identify the credentials and/or licenses, if applicable, held by each Comp Therapy Personnel assigned to Client's site. Comp Therapy shall notify Client within a commercially reasonable timeframe of any change concerning Comp Therapy Personnel who provide Services directly to students under this Agreement.
- d. Tuberculosis (TB) Clearance Requirements: Pursuant to California Education Code § 49406, Comp Therapy ensures that all personnel providing services to students under this Master Contract have submitted to an appropriate tuberculosis (TB) risk assessment and/or examination to determine that they are free of active TB. Comp Therapy verifies that each employee providing direct or indirect services to students has either:
  - i. Tested negative for TB within the past four years, or

- ii. Been determined by a licensed healthcare provider to be free of risk for active TB following a risk assessment as authorized by law.

TB clearance records shall be maintained by Comp Therapy. Comp Therapy agrees not to assign any employee to a school site or to student-facing duties unless valid TB clearance is on file and in compliance with California law.

- e. Background Clearance and Compliance with EC § 44237: Comp Therapy ensures full compliance with Education Code § 44237 by conducting all required background and qualification checks for its personnel who may have contact with pupils. This includes, but is not limited to, Live Scan fingerprinting through the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) and receipt of criminal background clearance prior to any assignment involving student interaction.
- f. Upon receiving DOJ & FBI clearance, Comp Therapy shall certify to the Client that no Comp Therapy Personnel assigned to the school site have been convicted of a violent or serious felony, as defined in California law, or are subject to any pending charges for such offenses. Comp Therapy shall complete and maintain a "Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification" form for all personnel working with or around students and shall submit the most recent certification to the Client within five (5) business days of any request.

Comp Therapy also subscribes to DOJ's subsequent arrest notification service for all such personnel to ensure ongoing compliance and student safety. Comp Therapy will notify Client of any changes in personnel assignments at the school site and provide updated certifications as needed.

- g. Mandated Child Abuse Reporting: Pursuant to California Education Code § 56366.1(i) and California Penal Code § 11165.7, Comp Therapy certifies that all employees providing services under this Master Contract are identified as mandated reporters and have received mandated reporter training as required by law. Comp Therapy shall ensure that all personnel complete the California Department of Social Services' online training for mandated reporters within the first six weeks of employment and annually thereafter.

Comp Therapy shall maintain documentation of each employee's training completion and shall make such documentation available for review by the contracting LEA or

other authorized agencies upon request. All mandated reporters employed by Comp Therapy shall report known or reasonably suspected child abuse or neglect as required by Penal Code §§ 11166 and 11167 and shall comply with all mandated reporter duties under California law.

- h. Staff Training and Supervision: Comp Therapy shall ensure that all personnel providing services are adequately trained, appropriately credentialed, and supervised to implement services consistent with each student's IEP. Documentation of staff training shall be maintained and made available to Client upon request.
- i. Staff Training Compliance – AB 1172: Comp Therapy certifies that all personnel assigned to provide behavioral or mental health services at nonpublic school sites have completed annual training as required by Assembly Bill 1172 (AB 1172). This training includes instruction on:
  - i. Emergency intervention protocols, including the use of behavior emergency reports (BERs)
  - ii. Evidence-based practices and interventions
  - iii. Appropriate use of restraint and seclusion (if applicable)
  - iv. Reporting obligations under applicable California law
- j. Comp Therapy shall maintain documentation of completed trainings and make such records available to the LEA upon request to ensure compliance with Education Code § 56366.1(a)(6) and Title 5 CCR § 3065.
- k. Behavior Emergency Reporting: If a behavioral emergency occurs while a student is receiving services from Comp Therapy, the provider shall immediately notify Client and submit a Behavioral Emergency Report (BER) within 24 hours. Comp Therapy shall assist in reviewing or developing a Behavioral Intervention Plan (BIP) as required by California Education Code § 56521.1.
- l. Data Collection and Progress Reporting: Comp Therapy shall collect data and provide written progress reports on student goals and benchmarks in accordance with the timelines specified in each student's IEP. Reports shall be submitted to Client concurrent with general education report cards, or more frequently as outlined in the IEP.

- m. Implementation of IEP Services: All services provided by Comp Therapy shall align with the requirements set forth in each student's IEP, including service frequency, duration, and location. Comp Therapy shall not deviate from IEP-specified services unless changes are approved through the formal IEP process.
- n. Comp Therapy shall pay, withhold, and transmit payroll taxes; provide unemployment, workers' compensation, and all other required insurances; and handle unemployment and workers' compensation claims involving Comp Therapy Personnel.

## B. INSURANCE

- a. Insurance Obligations of Comp Therapy. Comp Therapy shall procure and maintain the following insurance while this Agreement is in effect:
  - i. General and Professional Liability: General and professional liability insurance covering all activities of Comp Therapy Personnel at Client's facilities in performance of Comp Therapy obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Three Million Dollars (\$3,000,000) per aggregate limit Comp Therapy agrees to provide Client with a Certificate of Insurance naming Client as an additional insured on such general and professional liability insurance policies. Policies will be furnished to Client for review upon request.
  - ii. Worker's Compensation. Worker's disability compensation insurance covering each Comp Therapy employee providing Services to Client hereunder; insurance shall comply with all applicable legal requirements.

## 3. RESPONSIBILITIES OF CLIENT

### A. COMPLIANCE WITH LAWS

- a. Comply with all applicable federal, state, and local laws, ordinances and regulations relating to this Agreement and to Comp Therapy Personnel, as well as all laws and regulations relating to Special Education.

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## B. INSURANCE

- a. Insurance Obligations of Client: Client shall procure and maintain the following insurance while this Agreement is in effect:
  - General and Professional Liability. General and professional liability insurance covering all activities of Client and Client Personnel at Client's facilities in performance of Client's obligations under this Agreement with coverage of not less than One Million Dollars (\$1,000,000) for any incident, and Two Million Dollars (\$2,000,000) annual aggregate per incident and Three Million (\$3,000,000) excess liability policy for a maximum of Three Million Dollars (\$3,000,000) per aggregate limit. Client agrees to provide Comp Therapy with a Certificate of Insurance naming Comp Therapy as an additional insured on such general liability and professional insurance policies.
  - Worker's Compensation. Worker's disability compensation insurance covering the activities of each Client employee providing Services to students in the Program; insurance shall comply with all applicable legal requirements.

## C. ADDITIONAL RESPONSIBILITIES OF CLIENT

- a. Safe Work Environment and Facilities: Client shall provide Comp Therapy Personnel with a safe, secure, and nondiscriminatory work environment in accordance with California Education Code § 56366(a)(9). Client shall also furnish all appropriate information, equipment, materials, furnishings, and a designated workspace necessary for Comp Therapy Personnel to deliver services outlined in student IEPs. These provisions shall be made available at no additional cost to Comp Therapy and must support the proper delivery of special education and related services consistent with applicable laws and regulations.

- b. Provision of Student and Program Information: Client shall provide Comp Therapy with all necessary student-specific and programmatic information required to implement the services under this Agreement in accordance with California Education Code §§ 56366(a)(10) and 56366.1(g). This includes, but is not limited to:
- Individual Service Agreements (ISAs) for each student receiving services;
  - Student caseload rosters, inclusive of service start/end dates and assigned service providers;
  - Contact information for school site administrators and IEP team members;
  - Copies of IEPs, assessments, progress reports, health information, and any other documents required to ensure the delivery of services in accordance with each student's IEP.

Client agrees to provide this information in a timely manner and to notify Comp Therapy promptly of any changes to student schedules, enrollment status, or service needs to support compliance with federal and state special education laws.

- c. Timely Notification of Changes: Client shall promptly notify Comp Therapy of any material changes in student schedules, caseloads, enrollment, or service needs within two (2) business days of such change becoming known.
- d. IEP Meeting Participation and Scheduling: Client shall provide Comp Therapy Personnel with no less than ten (10) business days' written notice of scheduled IEP meetings involving Comp Therapy personnel. Client shall provide access to IEP documentation in advance and include Comp Therapy as a participant when services, assessments, or eligibility are discussed. If an IEP meeting is canceled, Client must inform provider at least one day in advance. If Client fails to do so, a 1-hour service fee will be charged to the Client.
- e. Request for Providers: Client may request to reserve specific service providers or assessors in advance. However, Client acknowledges that Comp Therapy does not guarantee the availability of any specific provider or assessor. Comp Therapy will make assignments based on professional discretion, availability, and the specific needs of each Client, and reserves the right to assign personnel accordingly.

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- f. Request for Change in Providers: In the event Client desires a change in assigned service provider, Client shall act in good faith and initiate such requests directly with a Comp Therapy Administrator. Client agrees not to communicate provider change requests directly to Comp Therapy personnel assigned to the site. Comp Therapy will evaluate the request and respond with appropriate steps or alternatives as warranted.
- g. Service Request Process and Fulfillment Timeline: Client agrees to initiate all service requests by submitting Comp Therapy's official "Request for Services" form. Upon receipt of the completed form, Comp Therapy shall be allowed up to four (4) weeks to source and assign qualified personnel to fulfill the requested services. While Comp Therapy will make every reasonable effort to fill positions sooner, Client understands that personnel placement is subject to availability, credentialing requirements, and logistical feasibility.
- h. Assessment Requests: Client shall ensure that school personnel will review and submit assessment requests with necessary documentation to Comp Therapy within the legally required timelines. Comp Therapy shall not be held liable for compliance issues caused by Client's failure to review and/or submit assessment requests on time.
- i. Assessment Request Process and Fulfillment Timeline: The Client shall initiate all assessment requests by completing and submitting Comp Therapy's official "Assessment Request" form. Requests submitted with thirty (30) calendar days or fewer remaining until the due date will be subject to the RUSH rate. Additional details can be found in Exhibit A.
- For Scheduled In-Person Assessments: To avoid a three (3) hour service fee per assessment, Client must notify the assessor or Comp Therapy at least one business day in advance if there will be a change in school/student schedule or if the student is absent. Once assessor is in-route and/or on site, and unable to assess student, Client will be charged a three (3) hour service fee. Billed student absence time will not count toward the maximum assessment billing hour allotment.
  - For Scheduled Virtual Assessments: To avoid a one and a half (1.5) hour service fee per virtual assessment, the Client must notify the assessor or

Comp Therapy at least one business day in advance of any changes to the student's schedule or in the event of a student absence. If the assessor is notified on the day of the assessment of the student's unavailability, the Client will be charged a one and a half (1.5) hour service fee for each assessment. Billed student absence time will not count toward the maximum assessment billing hour allotment.

- j. Hours and Billing: Comp Therapy personnel are permitted to complete designated work both on-site and off-site. Comp Therapy providers shall bill in 15-minute increments. This shall be considered a reasonable and legally acceptable variance and shall not be treated as inaccuracies or billing errors. In accordance with California labor law, service durations will be rounded to the nearest quarter using the "7-minute rule":
- 0 to 7 minutes: Rounded down to the previous quarter-hour.
  - 8 to 18 minutes: Rounded up to the next quarter-hour.
- k. Direct Service Billing Rate and Overtime Policy: The Direct Service Billing Rate set forth in this Agreement is based on a standard work period of up to eight (8) hours per day or forty (40) hours per week per provider. If Client requests or requires Comp Therapy Personnel to provide Direct Services beyond these limits, the following billing rates shall apply:
- 1.5x the standard hourly rate for all hours worked in excess of eight (8) hours in a single workday or forty (40) hours in a single workweek;
  - 2.0x the standard hourly rate for all hours worked in excess of twelve (12) hours in a single workday or for hours worked on the seventh consecutive day of a workweek, as defined by California Labor Code.

Client will be notified in advance of any overtime or double-time billing, and such services will be provided only with Client's prior written or documented verbal approval. These adjusted billing rates shall apply solely to Direct Service hours and are subject to all applicable labor laws.

This provision shall also apply in circumstances where a Comp Therapy provider is required to remain on-site due to scheduled school activities or emergencies,

including but not limited to field trips, school lockdowns, or any other emergency that prevents the provider from leaving the worksite at their scheduled time.

- I. Client shall provide Comp Therapy with no less than fifteen (15) business days' advance written notice of any additional Services requested that are not included in Exhibit A. Comp Therapy shall have up to five (5) business days after such notice to notify the Client whether it can carry out the new requests, whether the new requested Services are outside of its agreed Services to be provided as detailed in Exhibit A, or if the requested service(s) would change any existing fee structure.
- m. Timely Execution of Documents: Client shall review, execute, and return all required documents including the Master Contract, ISAs, and authorizations within ten (10) business days of receipt. Delays in execution may result in a delay in services without penalty to Comp Therapy.
- n. Point of Contact Designation: Client shall designate a primary authorized representative for communications, scheduling, approvals, and coordination with Comp Therapy. Any change in this point of contact must be communicated to Comp Therapy in writing within five (5) business days.
- o. Access to Systems: Client shall provide secure access to any school-based platforms or databases necessary for Comp Therapy to fulfill documentation, service logs, or reporting obligations.
- p. Timely Review of Service Logs: Client shall review and approve all submitted service logs and billing summaries within five (5) business days. Comp Therapy shall not be responsible for service delays caused by delayed approvals.
- q. Agency Employee Communication Protocol: The School acknowledges and agrees that any communication, including but not limited to meetings, inquiries, or discussions, initiated by the School's Human Resources personnel, administrators, or other representatives with any employee or contractor of the Agency must be preceded by prior written notice to the Agency. Such communication shall only take place with an Agency representative present, unless otherwise authorized in writing by the Agency. This protocol is intended to ensure clarity, consistency, and proper

representation in all matters involving Agency personnel.

- r. **Liability Disclaimer for Delayed Contract Start:** In the event that Client initiates this Agreement with Comp Therapy after the official start date of the school year or the date services were identified in a student's IEP, Client acknowledges that Comp Therapy shall not be held liable or responsible for any services or instructional minutes not rendered prior to the effective date of this Agreement. While Comp Therapy will make good faith efforts to assess and, where possible, provide make-up services for missed sessions, the availability of personnel and schedule capacity may limit such efforts. Client agrees to collaborate with Comp Therapy in prioritizing service delivery based on urgency and feasibility following the commencement of this Agreement.

#### **4. COMPENSATION AND METHOD OF PAYMENT**

- A. Client will pay Comp Therapy for Comp Therapy's Services at the rate(s) stated in Exhibit A and will also pay any additional costs or fees set forth in this Agreement for Services authorized in writing by Client. Client will not be liable for any costs or expenses (e.g., travel, lodging, per diem) associated with any Services not expressly authorized. Each invoice shall include charges only for Services described in this Agreement. Invoices shall be submitted to Client's Accounts Payable Department. All communication regarding payment status shall be made to Client's Accounts Payable Department and Comp Therapy.
  - a. Comp Therapy will provide invoices to Client by the 20<sup>th</sup> of each month for Services provided during the preceding month. Invoices shall include an invoice summary, followed by a description of Services provided.
  - b. Fees are due and payable to Comp Therapy within thirty (30) calendar days of receipt of the invoice. In the event an invoice is not timely paid, Client agrees to pay a service charge on any outstanding amount at the rate of maximum allowed by law or 1% per month, whichever is higher. Late payment may also result in immediate suspension of Comp Therapy's Services under this agreement at Comp Therapy's sole discretion.
  - c. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion and Comp Therapy and Client shall use their best reasonably good faith efforts to resolve such dispute within the thirty (30) calendar day period following notice of the

dispute. Client will provide Comp Therapy all student and other record materials relevant to the disputed charges. If such dispute cannot be resolved within such thirty (30) day period, either Comp Therapy or Client may terminate this Agreement, with at least a thirty (30) business day written notice and either party, regardless of whether the Agreement is then terminated, shall have the right to submit the dispute to arbitration in accordance with Paragraph 10 below.

## **5. NO HIRING AGREEMENT**

- A. Client acknowledges that Comp Therapy's employees are a unique and valuable resource of Comp Therapy, who have been trained by Comp Therapy, and that but for this Agreement and Comp Therapy's Services rendered to the Client, the Client would not have access to Comp Therapy's employees and knowledge of their true performance and capabilities. In addition, Client acknowledges that Comp Therapy employees may have certain legal obligations arising from contract or otherwise to Comp Therapy that may restrict Comp Therapy employees from working for competitors or unfairly working in direct competition with Comp Therapy. As such, Client agrees to a 365-day "No Hire" period for any of Comp Therapy's employees. If the Client uses the Services of a Comp Therapy Personnel as its direct employee, independent contractor, or subcontractor during or within 365 days after any assignment of Comp Therapy Personnel to Client through Comp Therapy, Client must immediately notify Comp Therapy and pay Comp Therapy a placement fee in the amount of \$7,500. Comp Therapy reserves the right to modify, waive, or reduce the placement fee, with at least thirty (30) days' prior written notice to Client.

## **6. CONFIDENTIAL INFORMATION**

- A. Comp Therapy and Client agree to keep confidential and not to disclose to any third parties any information provided by Comp Therapy or otherwise learned by Client during the course of this Agreement without the prior written consent of Comp Therapy. This provision shall survive the expiration and termination of this Agreement. Comp Therapy and Client warrant that, to the best of their knowledge, all their operations are compliant with all federal and state laws, rules, and regulations pertaining to the privacy and/or security of personal data. Client further agrees not to share any "confidential data" with any other vendor without first disclosing to Comp Therapy in writing all pertinent data fields and records to be provided and receiving written authorization from Comp Therapy permitting the Client to provide the data to a third party.

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## 7. INDEMNIFICATION AND LIMITATION OF LIABILITY

- A. Comp Therapy shall indemnify, defend, and hold harmless Client and Client's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorneys, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Client as a result of Comp Therapy's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.
- B. Client shall indemnify, defend, and hold harmless Comp Therapy and Comp Therapy's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorney, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Comp Therapy as a result of Client's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement in accordance with California law.
- C. Comp Therapy's maximum liability to the Client for any claims, losses, liabilities, expenses, or damages arising out of or related to this Agreement or the performance of Services hereunder shall be limited to the total annual fees paid or payable by the Client to Comp Therapy for the specific area of service in question. If liability arises in connection with a particular service area, Comp Therapy's liability shall be limited solely to the total annual amount paid or payable for that specific service area. This limitation of liability shall be interpreted and enforced in accordance with California law.

## 8. TERM OF AGREEMENT

- A. This Agreement shall begin on the date first written above and shall expire on the date stated in this Agreement or until terminated by either party. Either party may terminate this Agreement, without cause, upon at least sixty (60) business days prior written notice.
- B. Either party reserves the right to immediately terminate this Agreement in the event:
  - a. Client or Comp Therapy breaches any material form, condition or duty under this Agreement, including but not limited to, in the case of Client, the failure to timely pay any amounts due to Comp Therapy, provided that Comp Therapy gives written notice

of such breach and Client does not pay Comp Therapy the amount (plus any interest due thereon within five (5) business days of such notice;

- b. If required by law or regulation; or
  - c. If Client or Comp Therapy becomes insolvent or commits any act of bankruptcy, or a petition for involuntary bankruptcy is filed against either party, or either party makes general assignment for the benefit of creditors under the bankruptcy or insolvency laws.
- C. Client reserves the right to immediately terminate this Agreement in the event of: (a) the bankruptcy or insolvency of Comp Therapy; (b) sale of business of Comp Therapy; or (c) material breach of any term or condition of this Agreement.
- D. Upon termination, Comp Therapy shall have no further obligation to provide Client with Comp Therapy Personnel. The provisions regarding Confidential Information and Cooperation shall continue in effect subsequent to and regardless of termination of this Agreement.

## 9. INDEPENDENT CONTRACTORS

- A. The parties hereto acknowledge and agree that the relationship created between Comp Therapy and Client as a result of this Agreement is strictly that of independent contractors. Nothing contained herein shall be deemed to be any partnership, joint venture, principal-agent, fiduciary-beneficiary, or other relationship. Comp Therapy shall be responsible for all compensation, salaries, taxes, withholdings, contributions, benefits (if any), and worker's disability compensation insurance with respect to all Comp Therapy Personnel employed or contracted by such party and shall indemnify, defend, and hold harmless the other party and its officer, directors, agents, contractors, representatives and employees, from and against any and all liability, loss, damages, claims, causes of action, and expenses associated therewith (including without limitation attorney's fees) caused or asserted to have been caused, directly or indirectly, by or as a result of same. The provisions of this Section shall survive the expiration or termination for any reason of this Agreement. Comp Therapy shall complete and submit a Form W-9 to Client prior to rendering Services in accordance with California Law.

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## 10. MISCELLANEOUS

- A. The parties intend that the benefits of this Agreement shall inure only to Comp Therapy and Client and not to any third person or party.
- B. No waiver, amendment, or modification of this Agreement shall be effective unless the waiver, amendment, or modification is in writing and signed and dated by the parties.
- C. If any term, provision, covenant or condition of this Agreement shall be held by a court of competent jurisdiction to be invalid, void or unenforceable, in whole or in part, such decision shall not affect the validity of any remaining portion, and the remaining portion shall stand in full force and effect, and shall in no way be affected, impaired or invalidated. Any provisions thus affected shall be modified to the extent necessary to bring the provision within the applicable requirements of the law.
- D. This Agreement, including attached exhibit(s), constitutes the entire Agreement between the parties regarding its subject matter, and supersedes all prior agreements and understandings between the parties, whether oral or written, relating to its subject matter.
- E. The provisions of this Agreement shall benefit and bind the parties and their respective heirs, representatives, successors, and assigns.
- F. A party's delay or failure to enforce any of the stated provisions of this Agreement on one or more occasions will not be a waiver of that or any other occasion(s) or of the party's right thereafter to enforce each and every provision of this Agreement.
- G. A party shall have no right or power to and shall not purport to transfer or assign this Agreement without prior written consent from the other party.
- H. Governing Law: This Agreement shall be governed by the laws of the State of California. It may be executed in several counterparts and constitutes the entire agreement for the service described. If any provision in this contract is held by any court to be invalid, void, or unenforceable, the remaining provisions shall continue in full force. Any legal action arising from, involving or relating to this Agreement shall be brought in a court of competent jurisdiction located in Los Angeles, California. Both parties agree and hereby release their rights to a trial by jury.

- I. Nothing in this Agreement shall be construed to limit either party's rights under the Individuals with Disabilities Education Act (IDEA), including the right to request mediation, file for due process, or pursue other remedies authorized under state and federal law.
- J. Attorney's Fees: If any legal action or any arbitration or other proceedings are brought for the interpretation or enforcement of this Agreement, or any rights of the parties with regard to this Agreement, and/or any related agreement, or because of an alleged dispute, breach, or default, the successful or prevailing party shall be entitled to recover its reasonable attorney's fees and expenses, and any costs associated with any enforcement proceeding.
- K. Notices: Any notice, request, demand, consent, approval or other communication required or permitted under this Agreement must be in writing and will be deemed to have gone into effect (a) on actual delivery, if delivery is by hand, or (b) on receipt if delivery is by facsimile, or (c) five (5) days after deposit in the U.S. mail, postage prepaid, certified or registered mail, return requested. Each such notice shall be sent to respective parties at the address indicated below.

## 11. CONFLICTS OF INTEREST

- A. Comp Therapy warrants that no part of the total amounts paid by Client shall be paid directly or indirectly to an employee or official of Client as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to Comp Therapy in connection with any work contemplated or performed relative to this Agreement. Comp Therapy acknowledges, understands, and agrees that this Agreement shall be null, and void as determined by Client if Comp Therapy is an entity in which a controlling interest is held by an individual who is, or within the past six months has been, an employee of Client.

## 12. NONDISCRIMINATION

- A. Comp Therapy hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of Comp Therapy on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical

conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

- B. Nonsectarian Services Assurance: Comp Therapy affirms that all services provided under this Agreement are nonsectarian and nondiscriminatory, in accordance with Education Code § 56366.1(a) and 34 C.F.R. Part 300. Comp Therapy shall not require or permit religious instruction, worship, or activities as part of its educational or therapeutic programs.

### 13. RECORDS

- A. Comp Therapy shall maintain documentation for all charges under this Agreement. The books, records, and documents of Comp Therapy, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of seven (7) full years or as required by law from the date of the final payment and shall be subject to audit at any reasonable time and upon reasonable notice by Client or their duly appointed representatives. The financial statements shall be prepared in accordance with generally accepted accounting principles and applicable California law.
- B. Student Records and Transition of Services: Upon request and/or termination or transition of services for any student, Comp Therapy shall provide Client with all original documentation including service records, reports, assessments, and progress data within five (5) business days. Comp Therapy shall ensure compliance with FERPA, IDEA, and all applicable state and federal privacy laws.

### 14. PRESS RELEASES

- A. The parties hereto acknowledge and agree to not use the name of or make reference to Client or Comp Therapy for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Client and Comp Therapy.

### 15. FERPA/IDEA

- A. This Agreement is entered into by Comp Therapy and Client in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Comp Therapy hereby acknowledges that all documents which include

personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Comp Therapy agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. Comp Therapy agrees that nothing in this Agreement may be construed to allow either Comp Therapy or Client to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation, including the California Consumer Privacy Act (CCPA).

## **16. DISPUTE RESOLUTION PROCESS**

- A. Before initiating any legal action, arbitration, or administrative complaint regarding any dispute arising under this Agreement, Client agrees to first make a good faith effort to resolve the matter directly with Comp Therapy. Client shall submit written notice of the concern or issue to Comp Therapy, outlining the basis for the dispute and the specific resolution sought. Comp Therapy will review the matter and respond within ten (10) business days.

The parties agree to engage in direct communication and, if necessary, schedule a resolution meeting within fifteen (15) business days of the initial notice. Both parties shall act in good faith and make reasonable efforts to resolve the matter informally. Only after such attempts have failed may either party proceed to arbitration, mediation, or legal proceedings as otherwise permitted under this Agreement.

This provision does not limit either party's rights under applicable law but is intended to foster early, efficient, and cooperative resolution of contractual concerns.

## **17. FORCE MAJEURE**

- A. The obligations of the parties to this Agreement are subject to prevention or delay caused by events that are outside of their reasonable control, including, but not limited to, natural disasters, acts of terrorism, riots, wars, epidemics, or any other similar cause, provided that the parties have taken all reasonable steps to avoid or mitigate the effects of any such event.



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Any party may change its address for purposes of this Section by giving the other party written notice as provide in this Section.

The parties, intending to be legally bound, duly execute this Agreement as of the date stated above.

**CLIENT**

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Comp Therapy**

Printed Name: Daniela Garcia Title: Executive Director

Signature: *Daniela Garcia* Date: 06/01/2026

**Exhibit A**

<b>RELATED SERVICES</b>	<b>Hourly Rate</b>
<b>Adapted Physical Education (APE)</b>	\$ 156
<b>Assistive Technology (AT)</b>	\$ 156
<b>Augmentative Alternative Communication (AAC)</b>	\$ 156
<b>Behavior Intervention Development (BID)</b>	\$ 138
<b>Behavior Intervention Implementation (BII)</b>	\$ 56
<b>Counseling &amp; Guidance</b>	\$ 111
<b>Deaf or Hard of Hearing (DHH)/Audiological Services</b>	\$ 169
<b><u>Health &amp; Nursing Services</u></b>	
<b>Certified Nursing Assistant (CNA)</b>	\$ 52
<b>Licensed Vocational Nurse (LVN)</b>	\$ 62
<b>School Nurse/Registered Nurse (RN)</b>	\$ 121
<b><u>Language &amp; Speech Services</u></b>	
<b>Speech-Language Pathologist (SLP)</b>	\$ 138
<b>Speech-Language Pathologist Assistant (SLPA)</b>	\$ 101
<b><u>Occupational Therapy Services</u></b>	
<b>Occupational Therapist (OT)</b>	\$ 138
<b>Certified Occupational Therapist Assistant (COTA)</b>	\$ 101
<b>Physical Therapy (PT)</b>	\$ 160
<b>Psychological Services (ERICS Counseling)</b>	\$ 138
<b>Recreational Therapy</b>	\$ 160
<b>Social Work Services</b>	\$ 138

<b>OTHER SERVICES</b>	<b>Hourly Rate</b>
<b>Case Manager</b>	\$ 121
<b>Resource Specialist Teacher (RSP)/ Specialized Academic Instructor (SAI)</b>	\$ 84
<b>Special Education Aide (Sped Aide)</b>	\$ 56
<b>Interpreter/Translation Services</b>	\$ 121
<b>Program Administrator</b>	\$ 250
<b>Professional Development</b>	\$ 250

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**In accordance with California labor law, both Comp Therapy and the Client must ensure that all employees receive the legally required number of breaks when services are performed at the Client's work site.**

## SERVICES

**Program Support Package:** Includes initial consultation meeting, implementation of services, and program setup. A fee of \$500 per school site will be applied annually.

**Minimum On-Site Service Charge:** There is a three (3) hour on-site minimum for all service providers, except BI/Sped Aide services have a 6-hour on-site minimum.

**Minimum Virtual Service Charge:** There is a 1-hour minimum for all service providers.

**Schedule Change without Notification:** If Client does not provide Comp Therapy personnel with at least one business days' notice of a student absence or change in the school/student schedule, Client will be charged the amount equal to the scheduled service.

**BI/Sped Aide On-Site Service:** If a student is absent or their schedule is changed without prior notice to the BI/Sped Aide, the Client will be charged a six (6) hour service fee. Notification of any schedule changes must be provided to the BI/Sped Aide at least one (1) business day in advance and/or before the provider is en route or present at the school site. During the student's absence, the Client may retain the BI/Sped Aide on site to perform alternative duties within their scope of practice.

**LVN/CNA On-Site Service:** If a student is absent or their schedule is changed without prior notification to the LVN/CNA, the Client will be charged a six (6) hour service fee. Notification of any schedule changes must be provided before the LVN/CNA is en route or present at the school site. In the event of the student's absence, the Client may retain the LVN/CNA on site to perform other duties within their scope of practice.

**Cancellation of On-Site/Virtual Meetings:** If an IEP meeting is cancelled, Client must inform provider at least one day in advance. If Client fails to do so, they will be charged a 1-hour service fee.

**Hours:** Comp Therapy personnel are permitted to complete designated work offsite. Non-direct service hours may include, but are not limited to, IEP development, participation in IEP meetings, documentation, treatment planning, progress reports, and caseload service. Off-site work hours will be billed in 15-minute increments.



ASSESSMENT AREAS	Hourly Rate
<b>Adapted Physical Education Assessment</b>	\$ 156
<b>Academic Achievement</b> (completed by Case Manager)	\$ 121
<b>Assistive Technology Assessment</b>	\$ 156
<b>Augmentative Alternative Communication (AAC)</b> (completed by AT or SLP)	\$ 156
<b>ERICS Assessment</b> (completed by School Psych)	\$ 138
<b>Deaf or Hard of Hearing Assessment</b>	\$ 169
<b>Functional Behavior Assessment</b> (completed by BID Provider)	\$ 138
<b>Health Assessment</b> <b>Vision, Hearing, and Scoliosis Screening</b>	\$ 405 flat rate \$ 10 per student
<b>Occupational Therapy Assessment</b>	\$ 138
<b>Physical Therapy Assessment</b>	\$ 160
<b>Psycho-Educational Assessment</b> (completed by School Psych)	\$ 138
<b>Recreational Therapy Assessment</b>	\$ 160
<b>Social Emotional Assessment</b> (completed by School Psych)	\$ 138
<b>Language &amp; Speech Assessment</b> (completed by SLP)	\$ 138
<b>Independent Education Evaluation - IEE</b>	Contact for pricing

**ASSESSMENTS**

**For Scheduled In-Person Assessments:** To avoid a three (3) hour service fee per assessment, Client must notify the assessor or Comp Therapy at least one business day in advance if there will be a change in school/student schedule or if the student is absent. Once assessor is in-route and/or on site, and unable to assess student, Client will be charged a three (3) hour service fee. Billed student absence time will not count toward the maximum assessment billing hour allotment.

**For Scheduled Virtual Assessments:** To avoid a one and a half (1.5) hour service fee per virtual assessment, the Client must notify the assessor or Comp Therapy at least one business day in advance of any changes to the student's schedule or in the event of a student absence. If the assessor is notified on the day of the assessment of the student's unavailability, the Client will be charged a one and a half (1.5) hour service fee for each assessment. Billed student absence time will not count toward the maximum assessment billing hour allotment.

**RUSH Rate:** If Client requests an assessment to be completed within 30 calendar days or less of deadline. Client will be charged a RUSH RATE of \$167 per hour. Health Assessment RUSH Rate will be charged \$485 per assessment.

**CPI NONVIOLENT CRISIS INTERVENTION (NCI) TRAINING**

Comp Therapy offers CPI Nonviolent Crisis Intervention Training to faculty/staff. Nonviolent Crisis Intervention (NCI) Training prepares your staff to prevent and de-escalate medium to high-risk behavior using both restrictive and non-restrictive methods. NCI rates begin at \$150.00 per faculty/staff member, with a minimum of 10 participants.

**PROFESSIONAL ENRICHMENT WORKSHOP**

Comp Therapy offers customizable Professional Enrichment Workshops for comprehensive faculty and staff training, structured to provide essential training to address the needs of students enrolled in special education programs. Each workshop is presented by a licensed or credentialed professional in the relevant field. Workshop fees range from \$1,500 to \$3,000 per workshop.

Below are Professional Enrichment topics that may benefit your school. These workshops can be customized to meet your school's specific needs:

<b>PROFESSIONAL ENRICHMENT WORKSHOP TOPICS</b>
Behavior Management in the Classroom Setting
Assistive Technology in the Special Education Classroom
Behavioral Interventions and Classroom Management for Students with Disabilities
Best Practices for Writing & Implementing IEPs
Data-Driven Decision Making in Special Education
Fostering Collaboration between General & Special Education Staff
Building Strong Partnerships & Engagement with Families

## Billing Descriptions: Related Service Providers

Description	Action Item	Billing Hours (15-min increments)
<b>Caseload Service</b>	Set-up caseload at the beginning of the school year/assignment (review PLP/goals, create service schedule)	Start to End Time
	Adding new student(s) to current caseload	30 mins
<b>Collaboration/Consultation</b>	Teacher/Parent/School Staff Meetings Collaboration with school site lead/ sped team	Start to End Time
<b>Direct Services</b>	Direct services to students *Include student initials	Start to End Time
<b>Documentation</b>	Session Notes in IEP data base	15 min per student
	Service Delivery Report	15 min
	Progress reports	15 min per student
<b>IEP Development</b>	Preparation for IEP meeting per student <ul style="list-style-type: none"> <li>- Record/data review</li> <li>- Reporting on previous goals</li> <li>- Parent/teacher consult</li> <li>- Creating new PLPs</li> <li>- Creating new goals</li> <li>- Updating services</li> <li>- Updating IEP information after IEP meeting</li> </ul>	2 hours
<b>IEP Meeting</b>	IEP Meeting	Start to End Time
<b>Treatment Planning</b>	Prep Time (dependent on caseload)	Up to 5 hours/week

### Billing Descriptions: Case Manager

Description	Action Item	Billing Hours (15-min increments)
<b>Academic Assessment</b>	Assessing student & Writing the report	Up to 12 hours
<b>Caseload Service</b>	Scheduling IEPs  Setting up Master Calendar at the beginning of the year/assignment  Progress Reports  Compliance Reports  Creating PWNs  Post IEP Meeting items	Start to End Time
<b>Collaboration</b>	School Staff Meetings Teacher Meetings Parent calls/meetings	Start to End Time
<b>Documentation</b>	Entering services in database	Start to End Time
<b>IEP Development</b>	Writing an IEP per student	Up to 5 hours
<b>IEP Meeting</b>	IEP Meeting	Start to End Time
<b>Transition Assessments</b>	Conducting Interviews, observations, & writing report	Up to 6 hours

## Billing Descriptions: Assessments

Assessment Area	Billing Hours
Academic Assessment	12
Adapted Physical Education <i>(Gross Motor)</i>	14
Assistive Technology Assessment/AAC	18
Deaf or Hard of Hearing/DHH	10
Functional Behavior Assessment	26
Language & Speech Assessment <i>(Articulation, Language, Fluency, Voice)</i>	16
Occupational Therapy Assessment <i>(Fine Motor)</i>	14
Physical Therapy Assessment	14
Psycho-Educational Assessment <i>(General Ability, Auditory &amp; Visual Processing, Language, Motor, Social Emotional, Adaptive Behavior)</i>	34
Recreational Therapy Assessment	16

All assessments include:

- Records Review
- Teacher/Staff Interview
- Parent/Caregiver Interview
- Formal & Informal Observations
- Administering Assessment Batteries
- Scoring & Analyzing Data
- Report Writing

**CONTRACT EXTENSION**

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Pages

Renewal (Extension Number) <b>4</b>	Agreement Number (Base year) <b>2022</b>
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1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

**SCHOOL FOOD AUTHORITY'S NAME**

PUENTE Learning Center

**FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER**

School Nutrition Plus EIN: 46-2182609

2. Base year contract term: Effective date: **7/1/2022** Expiration date: **6/30/2023**

Extension year: Effective date: **7/1/2026** Expiration date: **6/30/2027**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:  
**\$289,947.60** (maximum dollar amount)

4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)**

**CURRENT COST PER MEAL**



LINE ITEM	UNITS*	RATE	TOTAL
<b>Breakfast*</b>	33,345	\$2.48	\$82,695.60
<b>Lunch**</b>	38,475	\$4.33	\$166,596.75
<b>Snacks</b>	25,650	\$1.16	\$29,754
<b>TOTAL</b>			\$279,046.35

\*Special Diet Breakfast: \$3.50 \*\* Special Diet Lunch: \$5.50, Pizza: \$5.50, Premium Lunch: \$5.70

**2026-2027 Cost per meal. Increase of maximum of 4.1% per Los Angeles November 2025 CPI**

LINE ITEM	UNITS*	RATE	TOTAL
<b>Breakfast*</b>	33,345	\$2.58	\$86,030.10
<b>Lunch**</b>	38,475	\$4.50	\$173,137.50
<b>Snacks</b>	25,650	\$1.20	\$30,780
<b>TOTAL</b>			\$289,947.60

\*Special Diet Breakfast: \$3.63 \*\*Special Diet Lunch: \$5.65 Pizza > 1x/mon \$5.70 Premium Lunch: \$5.85

<b>FOOD SERVICE MANAGEMENT COMPANY</b>	
CONTRACTOR'S NAME <i>(If other than an individual, state whether a corporation, partnership, etc.)</i> <b>School Nutrition Plus</b>	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING <b>Emily Burson, CEO</b>	
ADDRESS 6424 Clara St., Bell Gardens, CA 90201	
<b>SCHOOL FOOD AUTHORITY</b>	
SCHOOL FOOD AUTHORITY NAME <b>PUENTE Learning Center</b>	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING <b>Jerome Greening, Chief Executive Officer</b>	
ADDRESS 501 S. Boyle Ave., Los Angeles, CA 90033	

**INSTRUCTIONS FOR USE:**

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number. Every agreement (contract) should have a number assigned to identify that contract. If there is not an agreement number, identify the contract by the year of the contract also known as base year.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate **the current cost per meal**. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.



**I. PARTIES AND EFFECTIVE DATE**

This Agreement (“Agreement”) is made on July 1, 2026 (the “Effective Date”), between Puente Learning Center, a Local Education Agency (“LEA”), and Think Together, a California non-profit public benefit corporation (“CONTRACTOR”), for the purpose of providing After School Education and Safety (ASES) Services.

**II. LOCATIONS AND TERM**

The Local Education Agency (“LEA”) is contracting with THINK TOGETHER (“CONTRACTOR”) for provision of comprehensive Expanded Learning Programming, as defined herein, at the “School Sites” for the ASES Program. The term of this Agreement is July 1, 2026 to June 30, 2027 (the “Term”), coterminous with and subject to the LEA’s receipt of its ASES grant, unless the parties mutually agree to extend or shorten the term. The Agreement is subject to all provisions of the primary funding source cited above as well as any subsequent contract modifications or additional requirements, laws, and regulations by the California Department of Education (“CDE”) or State of California. If this Agreement differs from the primary CDE ASES award, then this Agreement governs the understanding between the LEA and CONTRACTOR.

**III. SCOPE OF SERVICES**

**A. Fiscal Agent**

The LEA shall act as the lead fiscal and administrative agent with the CDE for operating the ASES program.

**B. Program Operations**

Consistent with ASES provisions, the LEA contracts with CONTRACTOR and CONTRACTOR will operate an ASES program at the School Sites. CONTRACTOR will supply the staff, materials, management and supervision, and volunteer recruitment for the School Site (the “Expanded Learning Programming”). In addition, CONTRACTOR will work collaboratively with the LEA on governance, operational management, and evaluation. CONTRACTOR agrees to provide a high-quality program consistent with the guidelines established by the CDE, the State of California, the LEA, and CONTRACTOR for this grant.

CONTRACTOR will provide all direct physical supervision services in compliance with the health and safety regulations adopted by the local health authority and the LEA.

CONTRACTOR will have the following responsibilities in support of the ASES programs:

1. Coordinate the academic assistance, homework support, and enrichment portions of the ASES program at the School Site.
2. Hire, train, and supervise site staff, including the site program managers and program leaders.
3. Provide workers’ compensation insurance for CONTRACTOR employees and agents as required by law.
4. Comply with all federal, state, and local laws and ordinances applicable to the work to be performed by CONTRACTOR or its employees under this Agreement.
5. Comply with the requirements of California Education Code § 45125.1 with respect to fingerprinting of employees who may have contact with the LEA’s pupils. If at any time during the term of this Agreement CONTRACTOR is either notified by the U.S. Department of Justice



## SERVICE AGREEMENT WITH THINK TOGETHER

or otherwise becomes aware that any employee of CONTRACTOR performing services under this Agreement has been arrested or convicted of a violent or serious felony listed in California Penal Code § 667.5(c) or California Penal Code § 1192.7(c), respectively, CONTRACTOR agrees to immediately notify the LEA and remove said employee from performing services on this Agreement.

6. Provide all materials, tools, and instrumentalities required to perform the services under this Agreement, including curriculum developed by CONTRACTOR as its intellectual property.
7. Participate in all cross training for site program managers and site staff.
8. Complete site emergency plans and related staff training.
9. Maintain ongoing communication between CONTRACTOR staff and school staff regarding student needs and progress, including but not limited to attendance at school-day meetings and/or one-on-one meetings with teachers.
10. Coordinate activities with school staff to assure program supports current academic goals of teachers and administrators.
11. Provide academic assistance and other activities specifically supporting classroom curriculum and academic goals.
12. Foster communication with and involvement of parents through parent orientations, parent handbook, development and distribution of periodic newsletters, and hosting, at a minimum, one parent orientation.
13. Recruit and train volunteers to lower the students/adult ratios in the program.
14. Work with the LEA to implement a comprehensive annual program evaluation plan. As required, attend, and participate in evaluation subcommittee meetings. Evaluation plan shall include but not be limited to attendance tracking, collection of teacher, parent and participant surveys, and data entry of survey results. Evaluation will be completed by CONTRACTOR in accordance with CDE guidelines and submitted to the LEA a minimum of ten calendar days prior to CDE due dates.
15. Regularly attend and participate in scheduled governance and operations meetings.
16. Adhere to proper management and fiscal accountability practices including maintaining proper insurance coverage, compliance with employment laws, and utilization of an accrual method of accounting.
17. Provide documentation and findings of annual independent audits, in accordance with CDE requirements.
18. Retain source documents related to attendance tracking for not less than five years.
19. CONTRACTOR shall collaborate with the LEA to make all reasonable best efforts to support the financial sustainability of the program by seeking and utilizing funds from public and private fundraising.
20. CONTRACTOR ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide according to the policies of the LEA.
21. CONTRACTOR agrees to comply with California Education Code Section 8483.4, including requirements related to staff qualifications, health-and-safety standards, and pupil health information. Additionally, pursuant to this statute, CONTRACTOR will notify the LEA and submit a written report with respect to the occurrence of any health-or-safety-related incident.

#### IV. COMPENSATION

This is a “fee for service” Agreement. CONTRACTOR’s Fee shall be detailed according to Exhibit A, attached hereto. Timing and amounts of payments will be made according to Exhibit A, attached hereto. Notwithstanding the provisions above, any amount not timely paid by the LEA and not disputed in good



faith shall accrue simple interest at a rate of 1% per month for any amount actually owing to CONTRACTOR.

#### V. EVALUATION AND REPORTING

CONTRACTOR agrees to supply the LEA with all reporting data explicitly required via written notification to the LEA by the CDE or U.S. Department of Education in advance of any deadlines. The LEA agrees to submit all reports required by the CDE or U.S. Department of Education in a timely manner in advance of deadlines and provide proof of submission to CONTRACTOR. If the LEA prefers to have CONTRACTOR submit reports directly to the CDE on the LEA's behalf, the LEA shall provide CONTRACTOR access to its CDE "ASSIST" account.

The LEA will provide CONTRACTOR with any pertinent grant-related communications within five working days of receipt from the CDE. CONTRACTOR will comply with all document requests from the CDE in accordance Federal Program Monitoring requirements.

CONTRACTOR will:

- Provide monthly attendance and snack reports to the LEA five working days in advance of the deadline.
- Provide quarterly expenditure reports to the LEA five working days in advance of the deadline.
- Provide the Annual Outcomes Based Data for Evaluation report to the LEA ten working days prior to the deadline.

#### VI. DATA SHARING

The LEA agrees to comply with all reasonable requests by CONTRACTOR and to provide access to all documents and electronic student data reasonably necessary for the performance of CONTRACTOR's duties under this Agreement. CONTRACTOR will abide by all applicable data privacy standards pursuant to law. [Education Codes 8421 (C) (i-ii), 8423 (D) (c) (6), and 8428 (b-e) for ASSETS. Education Codes 8484.8 4 (D) (6) for 21st CCLC. And Education Codes 8482.3 (c) (B2) (d) (1) (2) (f) 7]

#### VII. FACILITY USAGE AND SNACK PROVISION

The LEA will provide CONTRACTOR with access to and use of the LEA's facilities as necessary to meet the terms of this Agreement. To the extent possible, the LEA shall provide one classroom for every twenty students enrolled in the program and shall identify dedicated office space for each school's site program manager. Additionally, LEA agrees to provide the required daily snack as required under the ASSES grant. LEA facilities and supplied snacks shall be considered in-kind contributions toward meeting the ASSES match requirement.

#### VIII. INDEPENDENT CONTRACTOR

CONTRACTOR is and shall at all times be deemed to be an independent Contractor, and shall be responsible for determining the sequence, method, details, and manner in which it performs those services required under the terms of this Agreement. Nothing herein contained shall be construed as creating a relationship of employer and employee, or principal and agent, between the LEA and CONTRACTOR or any of CONTRACTOR's agents or employees. CONTRACTOR assumes exclusively the responsibility for the acts of its employees or agents as they relate to services to be provided during the course and scope of their employment. CONTRACTOR, its agents, and employees shall not be entitled to any rights and/or privileges of the LEA's employees and shall not be considered in any manner to be the LEA's employees.



**IX. MUTUAL INDEMNIFICATION**

CONTRACTOR shall indemnify, pay for the defense of, and hold harmless the LEA and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of CONTRACTOR’s negligent or willful acts and/or omissions in rendering any services hereunder. CONTRACTOR shall assume responsibility for payments of federal, state, and local taxes or contributions imposed or required under the social security, workers’ compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning CONTRACTOR or any employee of CONTRACTOR. CONTRACTOR shall further indemnify, pay for the defense of, and hold harmless the LEA of and from any such payment or liability arising out of or in any manner connected with CONTRACTOR’s performance under this Agreement, except to the extent such liability is caused by the negligent or willful acts and/or omissions of LEA.

The LEA shall indemnify, pay for the defense of, and hold harmless CONTRACTOR and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the LEA’s negligent or willful acts and/or omissions in relation to this Agreement. The LEA shall assume responsibility for payments of federal, state and local taxes or contributions imposed or required under the social security, workers’ compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning the LEA or any employee of the LEA to the extent relevant. The LEA shall further indemnify, pay for the defense of, and hold harmless the CONTRACTOR of and from any such payment or liability arising out of or in any manner connected with the LEA’s performance under this Agreement.

**IX. INSURANCE**

During the term of this Agreement, CONTRACTOR shall procure, pay for and keep in full force and effect the following types of insurance:

<b>Workers’ Compensation &amp; Employer’s Liability</b>	
- Workers’ Compensation	Statutory
<b>Commercial General Liability (GL)</b>	
- Per Occurrence	\$2,000,000
- General Aggregate	\$2,000,000
<b>“Excess” Commercial General Liability</b>	
- Per Occurrence/Aggregate	\$8,000,000
<b>Automobile Liability (AL)</b>	
- Combined Single Limit	\$1,000,000
<b>Abuse &amp; Molestation Liability (Abuse)</b>	
- Per Occurrence	\$2,000,000
- Aggregate	\$2,000,000



<b>“Excess” Abuse &amp; Molestation</b>	
- Per Occurrence/Aggregate	\$8,000,000
<b>Professional Liability</b>	
- Each Act	\$2,000,000
- Aggregate	\$2,000,000
<b>“Excess” Professional Liability</b>	
- Per Occurrence/Aggregate	\$8,000,000
<b>Cyber Liability</b>	
Per Occurrence/Aggregate	\$5,000,000

The policies of insurance described above shall be placed with duly licensed or approved non-admitted insurers in the State of California with an “A.M. Best” rating of not less than A- VII. Except for Workers’ Compensation and Employers’ Liability, Professional Liability and Cyber Liability insurance, policies shall be endorsed to include the LEA as additional insured with respect to liability arising out of the activities performed by or on behalf of CONTRACTOR under the terms of this Agreement. This is evidenced on the Certificate of Insurance as well as a copy of the endorsement to the Service Provider’s insurance. Limits can be met with a combination of primary and/or excess/umbrella coverage or equivalent and each insurance policy required by the insurance provisions of this Agreement shall provide the required coverage and shall not suspend, void, cancel or reduce coverage or limits except after thirty (30) days prior written notice. CONTRACTOR shall furnish certificates of insurance as required by this Agreement prior to the commencement of services under this Agreement, along with a copy of required policy endorsements upon request.

- a. Except for Workers’ Compensation and Employers’ Liability, Professional Liability and Cyber Liability insurance, policies shall be endorsed to apply on a primary basis, non-contributory with any other.
- b. Except for Workers’ Compensation and Employers’ Liability, Professional Liability and Cyber Liability insurance, policies shall contain a waiver of subrogation in favor of the LEA.
- c. CONTRACTOR agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the LEA’s Assistant Superintendent, Business Services, thirty (30) days prior written notice.

**XI. ASSIGNABILITY**

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by CONTRACTOR or the LEA without the prior written consent of the other party.

**XIII. TERMINATION**

Unless otherwise terminated as provided below, this Agreement shall continue in force during the Term, or until the services provided for herein have been fully and completely performed as mutually agreed by the parties, whichever shall occur first, and shall thereupon terminate.

If either party makes a good faith, reasonable determination that the other party is in default of its obligations under this Agreement, that party must provide the other party with a written request to cure the default. If that party reasonably determines that the default has not been cured within thirty (30) days of



such written request to cure, then the party shall have the right to immediately terminate this Agreement upon written notification to the other party.

In the event that this Agreement is terminated as provided above, CONTRACTOR shall be paid its fees earned in accordance with Payment Schedule through the date of termination, including a pro rata amount of the next payment that would have been made pursuant to Payment Schedule, based on the days in that payment period that occurred prior to termination. All cash deposits made by the LEA to CONTRACTOR, if any, shall be refundable to the LEA in full upon termination of this Agreement unless specified to the contrary.

#### **XIV. DISPUTE RESOLUTION**

In the event of any controversy or claim arising out of or relating to this Agreement, or the breach thereof, prior to any contract action or dispute proceedings, the parties shall attempt in good faith to resolve any dispute arising out of or relating to this Agreement promptly by negotiation between executives who have authority to settle the controversy and who are at a higher level of management than the persons with direct responsibility for administration of this Agreement. Any party may give the other party written notice of any dispute not resolved in the normal course of business.

Within 15 days after delivery of the notice, the receiving party shall submit to the other a written response. The notice and response shall include with reasonable particularity (a) a statement of each party's position and a summary of arguments supporting that position, and (b) the name and title of the executive who will represent that party and of any other person who will accompany the executive. Within 30 days after delivery of the notice, the executives of both parties shall meet at a mutually acceptable time and place in an attempt to mutually resolve the dispute.

#### **XV. CONFLICT OF INTEREST**

The LEA acknowledges that CONTRACTOR has invested and will continue to invest significant amounts of time, money, effort, and resources to recruit, hire, train, and supervise qualified employees to perform the Services required under this Agreement. The LEA further acknowledges that CONTRACTOR has a legitimate expectation that its employees will continue their employment and career development with CONTRACTOR during and after the Term of this Agreement, which gives CONTRACTOR a significant business advantage. The LEA further acknowledges that during the Term of this Agreement, it will be entrusted with access to the personal contact data for employees of CONTRACTOR who are assigned to render Services under this Agreement. The LEA acknowledges that these legitimate interests of CONTRACTOR would be impaired if the LEA were to solicit and recruit CONTRACTOR's personnel to leave their employment with CONTRACTOR during or after the term of this Agreement. To protect these interests, the LEA agrees as follows:

##### **No Solicitation of Employees**

Each party hereto (for this purpose, a "Soliciting Party") agrees that for a period of six months after termination of this Agreement for any reason, such Soliciting Party (or any person acting on behalf of or in concert with such party) will not, without the prior written consent of the other party hereto (for this purpose, the "Employer Party"), directly or indirectly, solicit to employ any employee of the Employer Party with whom any employee of the Soliciting Party had contact with or became aware of in connection with the services performed under this Agreement; provided, however, that the foregoing shall not prevent either Soliciting Party from making general public solicitations for employment for any position or from employing any employee of the Employer Party who either



responds to such a general solicitation for employment or otherwise contacts such party on his or her own initiative and without solicitation by such party in contravention of the above restriction.

**XVI. ENTIRE AGREEMENT**

This Agreement supersedes any and all agreements either oral or written, between the parties hereto with respect to the rendering of services by CONTRACTOR and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing, signed by both parties, except the LEA may unilaterally amend the Agreement to accomplish the changes listed below:

- Changes as required by law; and
- Changes required by CDE ASES grant provisions.

**XVII. SEVERABILITY**

If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

**XVIII. RELEVANT AUTHORITY AND CHOICE OF LAW**

This Agreement, any litigation, proceeding or dispute arising out of this Agreement, or the need to interpret any language or provision of this Agreement shall be governed by and construed in accordance with the laws of the State of California.

It is the responsibility of each party to familiarize itself with the relevant requirements, laws, and regulations set forth by the CDE and State of California and ensure full compliance throughout the duration of the Agreement. To the extent a provision or requirement of this Agreement conflicts with requirements, laws, or regulations set forth by the CDE or State of California, the CDE and State of California's authority shall supersede conflicting provisions of this Agreement.

**XIX. AMENDMENT**

This Agreement may be amended only by written instrument signed by duly authorized representatives of the LEA and CONTRACTOR.

**XX. AUTHORIZATION**

Each person executing this Agreement warrants that he or she has the authority to so execute this Agreement and that no further approval of any kind is necessary to bind the parties hereto.

**XXI. NOTICES**

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Think Together  
2101 E. Fourth Street, Suite 200B  
Santa Ana, CA 92705

To: Puente Learning Center  
501 S Boyle Ave  
Los Angeles, CA 90033



## SERVICE AGREEMENT WITH THINK TOGETHER

To facilitate crisis management, LEA will provide to CONTRACTOR the personal contact information of the Superintendent or his/her designee, as well as a secondary contact, so that they can be notified in the event of an incident that occurs outside of normal business hours or when school is not in session.

[Signature page follows]



SERVICE AGREEMENT WITH  
THINK TOGETHER

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the Effective Date.

Puente Learning Center ("LEA")

By: \_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
CityState          Zip

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

Think Together ("CONTRACTOR")

By: DW Cummings  
By: David Cummings (May 20, 2026 12:50:39 PDT)  
Signature

Dave Cummings  
Printed Name

Chief Administrative Officer  
Title

2101 E. Fourth St., Ste. 200B  
Address

Santa Ana, CA          92705  
CityState          Zip

714-543-3807  
Telephone Number

05/20/2026  
Date



### Exhibit A

#### ASES Award

CDS Code	School Name	Components	Amount Awarded
19-64733-61204710473	Puente Learning Center	After School Education and Safety Program (ASES)	\$152,612.13

Think Together’s Annual Fee FY27: \$144,981.52 (95%)

#### Annual Invoice Schedule

Ten monthly payments due on the first day of month, August to May of the school year.

Month	Annual
July	
August	\$14,498.15
September	\$14,498.15
October	\$14,498.15
November	\$14,498.15
December	\$14,498.15
January	\$14,498.15
February	\$14,498.15
March	\$14,498.15
April	\$14,498.15
May	\$14,498.17
June	
<b>TOTAL</b>	<b>\$144,981.52</b>

All Purchase Orders and invoice-related inquiries shall be submitted to [accountsreceivable@thinktogether.org](mailto:accountsreceivable@thinktogether.org).

March 26, 2026



March 26, 2026

**Puente Learning Center**

Think Together After School Education and Safety Program (ASES) Proposal

Background

Puente Learning Center (LEA) has solicited Think Together to provide expanded learning services during the 2026/27 school year. This proposal outlines a mission-driven approach to providing students with a safe, engaging, and academically enriching environment.

Scope of Work

Think Together ASES program will serve as an extension of the school day to provide a safe, high-quality after-school environment for students. Operating for 180 school days, the program includes:

- **Educational & Literacy Component:** Provides daily academic support, including structured homework assistance and targeted activities in English Language Arts (ELA) and Mathematics, aligned with school-day standards to reinforce classroom learning.
- **Educational Enrichment Component:** Engages students in diverse "hands-on, minds-on" activities such as STEM, visual and performing arts, physical fitness, and social-emotional learning (SEL) to build character and 21st-century skills.

**Program Sites:** Puente Learning Center; one school site.

**Program Dates:** School year 2026/27; 180 school program days.

**Direct Service Personnel**

**Program Leaders:** Think Together will assign five Program Leaders.

Program Leaders provide essential academic support and mentorship by maintaining student safety, facilitating activities, and tracking student progress.

Our qualified and experienced Program Leaders will supervise students at a ratio of 1:20 to ensure individualized attention and a safe learning environment.

**Site Program Manager:** Think Together will assign one Site Program Manager to oversee the site.

Site Program Manager oversees the program's effective operation maintaining educational and safety standards, and communication with the school staff and families to ensure program quality is aligned with Partner's goals.

**Operating**

**Curricula and Supplies:** Think Together will be responsible for all curriculum materials, staffing related expenses, and consumable supplies for program delivery.

**Administrative Fee:** Think Together's total fee is inclusive of a 10% administrative fee.

Pricing

Think Together proposes a total fee of **\$144,981.52** to deliver the scope of work described above.



## **EPA – EDUCATION PROTECTION ACCOUNT**

### About the Education Protection Account:

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.

In FY 2026-27, EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUENTE Charter School, this equates to \$459,510. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.

# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name:

County-District-School (CDS) Code:

Allocation Years: 2023–24, 2024–25, 2025–26

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds

5. Number of students served with AMS funds

6. Number of school sites providing arts education programs with AMS funds

Date of Approval by Governing Board/Body

Annual Report Data URL (direct PDF link to document on local educational agency website)



Proposition 28 Arts and Music in School  
Annual Report  
Fiscal Year 2025-26

*Narrative for the Report:*

Proposition 28 provides dedicated funding for arts and music education in California public schools. This plan outlines the use of the Proposition 28 Arts and Music in Schools funds to improve student access to arts education at PUEENTE Charter School. The spending plan includes staff and materials for art classes at all grade levels. PUEENTE Charter School arts enrichment program focuses on music and visual and performing arts. Through strategic partnerships with arts-based organizations including, Theatre Of Hearts/Youth First and The Neighborhood Music School, PUEENTE students receive weekly instruction in musical instruments, choral, storytelling and dance. For a vast majority of our students, this experience is the first opportunity to learn from artists-in-residence. As a school serving a high percentage of socio-economically disadvantaged students, we look to the research-based evidence as to the benefits of this program including the domains of: Academic Gains; Social & Emotional Development; Community & Cultural Empowerment; Access to Opportunities & Future Pathways; Mental Health & Well-Being. The Proposition 28 funding will be utilized for the purpose of additional visual arts instruction, focusing on mental health and wellness expression. At the elementary level, students are still building vocabulary for complex feelings and concepts, and art provides an accessible, developmentally appropriate outlet for exploration and understanding. The intended goal with the additional arts programming is to: 1. Support Emotional Expression and Regulation; 2. Build Self-Awareness and Identity; 3. Reinforce Health Education Concepts; 4. Enhance Social-Emotional Learning (SEL); 5. Promote Mindfulness and Stress Reduction; 6. Support Cognitive and Academic Growth; 7. Encourage Healthy Coping Skills; 8. Create an Inclusive Learning Environment



**PUENTE Charter School**  
**Interim Financial Statements**  
*As of and for the period Ended March 31, 2026*  
*with comparative YTD budget for March 31, 2026*

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**PUENTE Charter School**  
**Statement of Activities**  
**July 1 through March 31, 2026**  
**with Comparative YTD Budget**

ADA	298		298		298
	Actual 3/31/2026		YTD Budget 3/31/2026	Variance	Annual Budget 6/30/2026
<b>Operating revenue</b>					
LCFF - State Aid	\$ 1,809,173	35.99%	\$ 2,125,485	\$ (316,312)	\$ 2,833,980
LCFF - State Aid - Prior Yr	-	0.00%	-	-	-
Prop 30 - Education Protection Account	610,488	12.15%	435,131	175,357	580,173
Prop 30 - EPA - State Aid - Prior Yr	-		-		
ECIA/ESEA/IASA	5,000	0.10%	7,957	(2,957)	10,609
Other Fed Income	210,423	4.19%	132,088	78,335	176,116
Special Ed Current Yr	279,697	5.56%	201,131	78,566	268,173
State Lottery - Charter Prop 20	6,385	0.13%	19,157	(12,772)	25,542
Non-Prop Lottery Education Appointment	32,963	0.66%	44,622	(11,659)	59,495
Block Grant K-12	5,784	0.12%	-	5,784	-
Other State Revenue	1,044,417	20.78%	1,170,527	(126,110)	1,560,702
District pymt in lieu of Prop Tax	1,022,251	20.34%	842,475	179,776	1,123,299
<b>Total operating revenue</b>	<b>\$ 5,026,581</b>		<b>\$ 4,978,573</b>	<b>\$ 48,008</b>	<b>\$ 6,638,089</b>
<b>Operating expenses and losses</b>					
Salaries	2,390,021		2,500,147	(110,126)	3,377,977
Employee benefits	364,664		339,659	25,005	452,978
Taxes	177,560		201,854	(24,294)	269,138
Workers Compensation	58,088		45,067	13,021	60,089
<b>Total personnel cost</b>	<b>\$ 2,990,334</b>	59.5%	<b>\$ 3,086,727</b>	<b>\$ (96,393)</b>	<b>\$ 4,160,182</b>
Building Lease	304,245	6.06%	304,247	(2)	405,661
Professional Services	364,271	7.25%	389,352	(25,081)	483,030
Special Ed Contract	202,458	4.03%	221,594	(19,136)	293,742
Special Ed Fair Share	233,493	4.65%	182,449	51,044	251,626
Food Service Contract	224,623	4.47%	180,323	44,300	268,418
Utilities	75,880	1.51%	56,430	19,450	75,240
Insurance	66,711	1.33%	50,273	16,438	61,207
Dues & Subscriptions	54,766	1.09%	28,115	26,651	39,816
Accounting	33,366	0.66%	39,455	(6,089)	45,855
Security	136,802	2.72%	87,442	49,360	116,310
Depreciation	79,385	1.58%	54,002	25,383	50,000
Equipment/Bldg & Repairs	29,809	0.59%	30,900	(1,091)	37,322
Supplies	13,952	0.28%	13,472	480	17,941
Students Activities	10,696	0.21%	19,000	(8,304)	31,000
Textbooks	53,583	1.07%	58,550	(4,967)	60,550
Maintenance supplies	19,728	0.39%	21,487	(1,759)	28,500
Telephone	24,200	0.48%	7,715	16,485	10,119
Staff Development	34,420	0.69%	43,543	(9,123)	49,848
Advertising & Publicity	11,652	0.23%	11,803	(151)	13,523
Education supplies	12,618	0.25%	16,479	(3,861)	22,532
Payroll Fees	22,660	0.45%	19,627	3,033	26,240
Printing and Reproduction	6,524	0.13%	12,682	(6,158)	17,400
Gifts	-	0.00%	-	-	4,750
Postage & delivery	1,942	0.04%	1,994	(52)	2,520
LACOE - Administravie Fees	2,250	0.04%	3,000	(750)	3,000
Meals & Entertainment	2,401	0.05%	-	2,401	-
Furniture & Fixtures	398	0.01%	-	398	-
Computer supplies	1,526	0.03%	-	1,526	-
Equipment lease	5,269	0.10%	4,192	1,077	5,587
Furniture & equipment rental	-	0.00%	-	-	22,000
Meetings & Workshops	56	0.00%	4,800	(4,744)	7,200
Property Tax	140	0.00%	120	20	149
Travel	2,699	0.05%	7,500	(4,801)	10,000
<b>Total Operating Expenses</b>	<b>\$ 2,032,525</b>		<b>\$ 1,870,546</b>	<b>\$ 161,979</b>	<b>\$ 2,461,086</b>
<b>Total Expenses</b>	<b>\$ 5,022,859</b>		<b>\$ 4,957,272</b>	<b>\$ 65,586</b>	<b>\$ 6,621,268</b>
<b>Operating revenue in excess of operating expenses</b>	<b>\$ 3,723</b>		<b>\$ 21,301</b>	<b>\$ (17,577)</b>	<b>\$ 16,821</b>
<b>(Other items considered to be nonoperating)</b>					
Interest income	-		-	-	-
<b>Change in net assets</b>	<b>\$ 3,723</b>		<b>\$ 21,301</b>	<b>\$ (17,577)</b>	<b>\$ 16,821</b>
Non-cash items - Depreciation	79,385		54,002	25,383	50,000
	<b>\$ 83,108</b>		<b>\$ 75,303</b>	<b>\$ 7,806</b>	<b>\$ 66,821</b>
<b>Cost per Student</b>	<b>\$ 16,855</b>		<b>\$ 16,635</b>	<b>\$ 22,275</b>	

**PUENTE Charter School  
Statement of Financial Position  
As of March 31, 2026**

<b>ASSETS</b>	<b>Actual 3/31/2026</b>	<b>Audit 6/30/2025</b>	<b>Change \$</b>
<b>Current assets</b>			
Cash (Charter School Savings)	\$ 457,254	\$ 498,122	\$ (40,868)
Cash (Capital Campaign)	5,851	5,838	15
<b>Cash and cash equivalent</b>	<b>463,105</b>	<b>503,960</b>	<b>(40,853)</b>
Accounts receivable, net	901,692	545,994	355,697
<b>Receivables (net)</b>	<b>901,692</b>	<b>545,994</b>	<b>355,697</b>
<b>Total Current Assets</b>	<b>1,364,797</b>	<b>1,049,954</b>	<b>314,844</b>
Land, building and equipment			
Furniture, Fixtures & Equipment	1,479,274	662,427	816,846
Work in Progress	-	811,418	(811,417)
Less: Depreciation	(440,552)	(341,532)	(99,024)
<b>TOTAL ASSETS</b>	<b>\$ 2,403,518</b>	<b>\$ 2,182,267</b>	<b>\$ 221,251</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b>Current liabilities</b>			
Deferred revenue	170,871	101,657	69,214
Due to other programs	396,120	247,807	148,313
<b>Total Current Liabilities</b>	<b>566,991</b>	<b>349,464</b>	<b>217,527</b>
<b>Net assets</b>			
Change in Net Assets	\$ 3,723	\$ -	\$ 3,723
With donor restriction	500,136	500,136	-
Without donor restriction	1,332,667	1,332,667	-
<b>Total net assets</b>	<b>1,836,526</b>	<b>1,832,803</b>	<b>3,723</b>
<b>Total liabilities and net assets</b>	<b>\$ 2,403,518</b>	<b>\$ 2,182,267</b>	<b>\$ 221,251</b>
<b>Matrix Analysis:</b>			
	-		
Working Capital	\$ 797,806		
Cash Ratio:	0.82		
Quick Ratio:	2.41		
Burn Rate	\$ 558,095		
Months of Cash on Hand	0.8		
Debt-to-equity ratio	0.309		

**PUENTE Charter School**  
**Statement of Cash Flow**  
For the Month Ended March 31, 2026

	<b>Actual</b> <b>03/31/2026</b>	<b>Audited</b> <b>6/30/2025</b>
<b>Cash flows from operating activities:</b>		
Change in total net assets	\$ 3,723	\$ 33,041
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	99,024	110,924
Changes in operating assets and liabilities:		
Accounts receivable	(355,697)	52,532
Accrual	-	(41,081)
Deferred revenue	69,214	(314,601)
Due to other programs to the Center	148,313	(15,818)
<b>Net cash used by operating activities</b>	<b>(35,424)</b>	<b>(175,004)</b>
<b>Cash flows from investing activities:</b>		
Purchase of property and equipment	(5,429)	(128,854)
<b>Net cash used in investing activities</b>	<b>(5,429)</b>	<b>(128,854)</b>
<b>NET DECREASED IN CASH</b>	(40,853)	(303,858)
<b>CASH - BEGINNING</b>	<b>503,960</b>	<b>807,818</b>
<b>CASH - ENDING</b>	<b>\$ 463,105</b>	<b>\$ 503,960</b>

## MEMORANDUM

**To:** Finance Committee Members  
**From:** Angelica Castro  
Vice President of Finance, PUENTE Charter School  
**Date:** June 10, 2026  
**Re:** Summary of Financial Results as of March 31, 2026

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The purpose of this memo is to summarize the financial results of PUENTE Charter School Unaudited Financial Statements as of March 31, 2026. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended March 31, 2026, with comparative YTD Budget.
2. Statement of Financial Position as of March 31, 2026.
3. Statement of Cash Flow as of March 31, 2026.

### 1. Statement of Activities Analysis:

As of March 31, 2026, the Charter School reported total revenue and expenses of \$5,026,581 and \$5,022,859 respectively; with a total net surplus of \$3,723.

Line items to highlight are as follows:

- Personnel Cost: Personnel cost was \$2,990,334 or approximately 59.5% of percentage allocation. Total actuals were below budgeted amount by \$96,393. This was due to savings associated with unfilled positions.
- Professional Services: Professional Services were \$364,271 or approximately 7.25% of percentage allocation. Total actuals were below budgeted amount by \$25,081.
- Special Ed Contract: Special Ed Contract expenses were \$202,458 or approximately 4.03% of expense allocation. Expenses are below budgeted amount by \$19,136.
- Special Ed Fair Share: The Charter School is fiscally responsible for a partial payment of expense associated with Special Education Programs that the School District is responsible for and pays for out of its General Fund.
  - Special Ed Fair Share expenses were \$233,493 or 4.65% expense allocation. It exceeded our annual budgeted amount by approximately \$51,044.
- Food Service Contract: Food Service Contract expenses were \$224,623 or approximately 4.47% of percentage allocation. Total actuals exceeded our annual budgeted amount by approximately \$44,300. This is due in part to the increase in student meals with special dietary requirements.

### 2. Statement of Financial Position

- Cash & Cash Equivalent: Cash balance was \$463,105. A decrease of \$40,853 from June 30, 2025. This was due to the following:
  - Accounts Receivable: Increase of accounts receivable of \$355,697.
  - Property Plan & Equipment: Net increased of PP&E by \$5,429.
  - Deferred revenue: Deferred revenue was \$170,871. An increase of \$69,214 in advance payments.

## Financial Key Indicators

### Working Capital

- The Working Capital: PUENTE has \$797,806 available for current and future use.

### Asset performance.

- Cash Ratio is \$.0.82: This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$0.82 of liquid cash.
- Quick Ratio \$2.41: Measures the ability to pay PUENTE short-term liabilities by having assets that are readily convertible into cash. This means that the Charter School has capacity to pay off its current liabilities with the current assets and can easily fund its day-to-day operations. Here for every \$1 of current liability, the Charter School has \$2.41 of quick assets to pay for it.
- Months of Cash on Hand: Represents the number of months of operating expenses that the Center can pay with its current cash available. The Charter School has .8 months of cash on hand.

### Capitalization structure assesses long-term solvency and stability:

- Debt-to-equity Ratio: Debt-to-equity Ratio of \$0.309. This ratio indicates that most of PUENTE's assets and resources are provided by funding from the school district and not creditors or vendors. PUENTE Charter uses \$0.309 of debt financing for every \$1 of equity financing.

## 3. Statement of Cash Flow

The Charter School's cash decreased by \$40,853. This decrease was due to the following:

- a. As the Statement of Activities reports equity earnings, the Statement of Cash Flow reports how much cash is coming from the equity earnings reported on the Statement of Activities. As such, on this statement we eliminate noncash items such as depreciation expense. (A non-cash item). As a non-cash item, change in depreciation of \$99,024 is added to the net deficit to reconcile the cash from operations.
- b. Accounts receivable increased by \$355,697. Increasing receivables means less inflow of cash through decrease in collections. Therefore, \$355,697 is subtracted from the net surplus.
- c. Deferred revenue increased by \$69,214. Increasing deferred revenue means that we received advance payments resulting in an increase in cash. \$69,214 is added to the net surplus.
- d. Due to Other Programs increased by \$148,313. Increasing liabilities means that we are paying obligations at a later date increasing available cash. The \$148,313 is added to the net surplus.
- e. PP&E increased by \$5,429 due to the purchase of computers. This is a direct cash outflow used to acquire a long-term asset.
- f. This results in a total decrease in cash of \$40,853. The decrease is subtracted from the beginning cash of \$503,960 resulting in ending cash balance of \$463,105.

**PUENTE Charter School  
Proposed Budget  
Fiscal Year Begins  
FYE 2026-27**

<u>Average Daily Attendance (ADA)</u>	301	298	
<u>Revenue Per Student</u>	\$ 22,606	\$ 21,042	
	<b>FYE 2026-27 Proposed Budget</b>	<b>FYE 2025-26 Proposed Budget</b>	<b>\$ VAR</b>
Prop 30 - Education Protection Account	766,926	580,173	186,753
LCFF - State Aid	2,702,623	2,833,980	(131,357)
ECIA/ESEA/IASA	10,000	10,609	(609)
Other Fed Income	223,663	176,116	47,547
Special Ed: IDEA Basic Local Assistance - CY	290,631	268,173	22,458
State Lottery - Charter Prop 20	23,047	25,542	(2,495)
Non Prop 20 Lottery Education Apportionment K-12	54,366	59,495	(5,129)
Other State Revenue	1,423,325	1,560,703	(137,378)
District pymt in lieu of Prop Tax	1,309,696	1,123,299	186,397
<b>Charter School TOTAL</b>	<b>6,804,277</b>	<b>6,638,089</b>	<b>166,187</b>
<b>TOTAL REVENUE</b>	<b>6,804,277</b>	<b>6,638,089</b>	<b>166,187</b>
<b>EXPENSES</b>			
Salaries	2,015,952	1,712,199	303,753
Salaries - Certificated Charter Position	1,495,564	1,665,779	(170,215)
Benefits	480,161	452,978	27,184
Payroll Taxes	279,144	269,138	10,006
Workers Comp Insurance	126,641	60,089	66,551
<b>Salaries, Wages &amp; Benefits</b>	<b>4,397,462</b>	<b>4,160,182</b>	<b>237,280</b>
Professional Services	460,280	483,030	(22,750)
Building Lease	433,813	405,662	28,151
Food Service Contract	291,749	268,418	23,331
Special Ed Contract	246,742	293,742	(47,000)
Special Ed Fair Chair	-	251,626	(251,626)
Insurance	106,602	61,207	45,395
Security	67,170	116,310	(49,140)
Utilities	114,940	75,240	39,700
Dues & Subscriptions	41,235	39,816	1,419
Depreciation	60,000	50,000	10,000
Textbooks	60,550	60,550	-
Staff Development	50,928	49,848	1,080
Accounting	50,153	45,855	4,299
Payroll Fees	28,700	26,240	2,460
Maintenance Supplies	32,700	28,500	4,200
Advertising & Publicity	15,026	13,523	1,503
Student Activities	23,000	31,000	(8,000)
Student Uniforms	6,000	-	6,000
Telephone	15,399	10,119	5,281
Supplies	33,498	17,941	15,557
Maintenance Contract	25,340	14,480	10,860
Education Supplies	22,281	22,532	(251)
Equipment & Bldg Repair	23,892	22,842	1,050
Equipment Lease	5,587	5,587	-
Printing and Reproduction	24,360	17,400	6,960
Meetings & Workshops	12,600	7,200	5,400
Gifts	4,750	4,750	-
Travel	13,000	10,000	3,000
Postage and Delivery	3,309	2,520	789
LACOE - Administrative Fees	3,000	3,000	-
Equip & Furniture	26,400	22,000	4,400
Property taxes	-	149	(149)
<b>Operating Expenses</b>	<b>2,303,005</b>	<b>2,461,086</b>	<b>(158,081)</b>
<b>TOTAL EXPENSES</b>	<b>6,700,467</b>	<b>6,621,268</b>	<b>79,199</b>
<b>Change in net assets from operations</b>	<b>103,810</b>	<b>16,821</b>	<b>86,989</b>
<b>Plus/(Less): Non-Cash Items</b>			
Depreciation	60,000	50,000	10,000
<b>Cash Surplus/Deficit (-)</b>	<b>163,810</b>	<b>66,821</b>	<b>96,989</b>



2026 Local Indicators

Self-Reflection

Tools

Presented to the Governing Board

June 2026

## Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science				X	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science				X	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science				X	

### Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
Career Technical Education N/A					
Health Education Content Standards			X		
Physical Education Model Content Standards					X
Visual and Performing Arts				X	
World Language N/A					

## Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

### Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

## ***Parental Involvement and Family Engagement (LCFF Priority 3)***

### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in

continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

### Building Relationships Dashboard Narrative Boxes **(Limit responses to 3,000 characters)**

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in <b>Building Relationships Between School Staff and Families</b> .	Based on the analysis of educational partner input and local data, PUENTE maintains a strong relationship between school staff and families. Overall, families highlighted the friendly and welcoming staff at PUENTE. The great majority of our staff is bilingual, which is

a key component of our effectiveness in communication.

Parents mentioned that having virtual parent engagement opportunities like we have now is what works best for them. Coffee with the Principal 1-1 Introductory meetings are done virtually.

In person events are also rated well. These include Coffee with the Counselor, Monthly Family Nights, Student Showcases, Meet & Greet, Student Led conferences.

PUENTE continues to use ParentSquare communication system has served families in having information readily available. This system allows parents to stay up to date with school activities, sign documents, message school staff or leave them direct voice messages. Parents are able to comment on posts, and a staff member replies to them within 24 hours. All of the information is available to families in their preferred language. The feedback from the majority of families is that there is great communication at PUENTE as evidenced by the needs assessment survey.

Additionally, we engage families through our community services and enriching activities. Food distributions are available twice a month, resource fairs are hosted along with such distributions.

For instance, we maintain regular communication with families to discuss attendance expectations, provide them with resources and support services, and involve parents and caregivers in decision-making through student attendance review meetings (SART meetings). These meetings help us assist families whose students face challenges attending classes regularly and collectively address any achievement gaps identified in interim assessments. We emphasize the importance of strong student attendance to

	<p>parents, highlighting its impact on student Success. This has led to an improvement in chronic absenteeism.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in <b>Building Relationships Between School Staff and Families.</b></p>	<p>We have a call to action in strengthening and maintaining relationships between school staff and families. We plan to promote the monthly Family Nights and Coffee with the Counselor strategically to increase the participation rate. We must have teachers also promote family nights and provide students/families a "sneak preview" of what they will be seeing during Family Night. Coffee with the Counselor and Family Nights will take place on the same day to maximize the time that parents are on-site. In addition, we plan to have information in print for families who prefer hard copies. Additionally, students will personally invite their parents to such events while highlighting the work parents will get to see in the classrooms.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to <b>Building Relationships Between School Staff and Families.</b></p>	<p>To improve the engagement of underrepresented families in building relationships between school staff and families, PUENTE will continue to strengthen established relationships with community partners. The accomplishment of becoming an Option 3 school, will allow for more collaboration with other small LEAs. We will also continue to prioritize and strengthen current community connections such as Unidos US and Comprehensive Therapy Associates.</p> <p>Additionally, organizing school events and celebrations that recognize and celebrate the cultures, traditions, and contributions of underrepresented families is another effective strategy we continue to strengthen. This fosters a sense of belonging and pride, encouraging active participation and engagement from underrepresented families. For instance, the increase in newcomers has</p>

	<p>encouraged us to continue learning about other cultures.</p> <p>Furthermore, the Parent Advisory Council Committee, Community Schools Steering Committee, ELAC, will be strengthened to ensure representation from underrepresented families. These types of committees provide a platform for families to share their experiences, perspectives, and suggestions, serving as a bridge between the school and underrepresented communities. Their input is actively sought and incorporated into decision-making processes related to programs and practices. To enhance cultural competence among staff, comprehensive training will be provided. This training enables staff to understand the unique needs, perspectives, and communication styles of underrepresented families, fostering a welcoming and inclusive environment that promotes meaningful engagement. This practice will be continued and improved upon in the upcoming academic year. Professional development on cultural competence, implicit bias, and effective family engagement.</p>
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## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

### Building Partnerships Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in <b>Building Partnerships for Student Outcomes</b> .	Mental health has become a frequent concern in our school community. We strengthened our services in support of this amplified concern. We offer student counseling services in and outside of the school to provide support to those who may be grappling with social and emotional issues. We recognize our responsibility to continue supporting our Hispanic learners, English Learners, and

	<p>socially and economically disadvantaged students, as well as all families requiring assistance in improving their student's school attendance and ensuring overall success in school. PUENTE relies on Care Solace, a service that connects families to mental health support outside of school. This is available for the entire community.</p> <p>Another notable strength lies in the effective collaboration between the instructional team and dedicated paraprofessionals within each classroom. This cohesive effort allows for the implementation of a MTSS approach for academics with small group and one-on-one instruction, which proves instrumental in supporting the learning needs of students who are not showing sufficient growth. Data review meetings every 6-8 weeks were effective in identifying the tier of support needed for each student. Such meetings include the teacher, Intervention Coach and Principal.</p> <p>Our SST process has been systemized and clear for all stakeholders. This allows for a clear process for referring students that need additional support and/or accommodations. This system has served as a screener for students that may qualify for special education through an IEP. This is led by the Intervention Coach who in most instances has worked 1-1 with students being referred to special education services.</p> <p>The monthly family nights, which focus on a different core area, allows parents to understand the grade level standards in each of the areas. Parents walk away with tangible activities and resources that they can use at home to continue supporting their students at home. Student Led Conferences in the Fall and Winter have also allowed for parents to fortify the relationship with school staff.</p>
Based on the analysis of educational partner	Tutoring opportunities before and after school

<p>input and local data, briefly describe the LEA's focus area(s) for improvement in <b>Building Partnerships for Student Outcomes</b>.</p>	<p>is an area that we will continue to expand on. Our current partnership offers limited tutoring seats.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to <b>Building Partnerships for Student Outcomes</b>.</p>	<p>Having more opportunities for parents to meet in person with school staff is an area for improvement. Parents of newcomers benefit from more live interactions with school staff. In addition, having a partnership for ASL interpreters is an area of need.</p>

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in <b>Seeking Input for Decision-Making</b> .	A survey is administered twice a year to all educational partners. The surveys are aligned and measure similar areas for the different groups. The input received by the other partners is reviewed promptly. We use the database system, Panorama, as our hub to

	<p>hold survey results from parents, students, and staff.</p> <p>In addition, we have monthly coffee with the principal and weekly staff meetings, making it very convenient when seeking timely input for decision-making.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in <b>Seeking Input for Decision-Making</b>.</p>	<p>PUENTE will seek input from families in the form of a survey after every Family Night, Coffee with the Counselor and during Coffee with the Principal.</p> <p>A survey will also be given to staff after Family Nights and professional development.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to <b>Seeking Input for Decision-Making</b>.</p>	<p>PUENTE must seek a higher survey participation rate. Oftentimes, families express that they do not know how to access surveys and prefer a hard copy of the survey. Making it available in their language and preferred mode of access is essential.</p>

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. For each prompt **limit response to 3,000 characters**. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Response:

Puente Charter School administers a locally developed Student Climate Survey to all students in grades 3 through 5 each spring to gather student perspectives on school climate, safety, belonging, adult-student relationships, anti-bullying systems, attendance, and enrichment. The 2025-26 Student Climate Survey was administered in May 2026 and received 123 responses across nine four-point Likert climate items.

Overall climate survey results indicate a positive school climate. The percentage of students responding positively ("Yes, most of the time" or "Yes, all of the time") was 95.9% for adults wanting students to do their best, 93.5% for the school teaching students to care about each

other, 89.4% for adults making clear that bullying is not allowed, 87.0% for feeling safe at school, 85.4% for adults listening when students speak, 85.4% for teachers acting on bullying reports, 83.7% for being happy at school, 82.1% for the school building being neat and clean, and 72.4% for adults checking on student feelings.

Climate strengths include consistent student affirmation of high adult expectations, strong anti-bullying messaging, and student feelings of safety and respect. These results align with Puente's MTSS, PBIS, Second Step SEL curriculum, restorative justice community circles, and the work of the School Counselor and Behavior Interventionist.

Areas for continued climate growth include the item asking whether adults check on student feelings, which received the lowest positive response at 72.4%, identifying an opportunity to strengthen Tier 1 social-emotional check-ins across classrooms. The school building cleanliness item (82.1% positive) and overall happiness item (83.7% positive, with only 39.8% "all the time") also indicate areas for continued attention. Student feedback from the Spring 2026 climate survey, in which students recommended stricter consequences for bullying, complements the anti-bullying survey data and reinforces the continued investment in restorative practices, the Bullying Prevention Plan, and Behavior Interventionist support.

Student-reported attendance data from the climate survey indicate 14.6% of students reported missing three or more days in the past 30 days, consistent with the 18.3% chronic absenteeism rate reported on the 2025 Dashboard.

The 2025-26 Student Climate Survey did not collect demographic identifiers and therefore cannot be disaggregated by English Learner status, Socioeconomically Disadvantaged status, Foster Youth status, or other student group. Puente recognizes this limitation and will explore adding optional anonymized demographic identifiers for the 2026-27 administration. Climate data is complemented by Panorama Education, CALPADS attendance and suspension data, and qualitative feedback from ELAC, DELAC, EL-PAC, PAC, and Coffee with the Principal sessions. Climate results will be reported through Local Indicators on the California School Dashboard.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Response:

Response:

The analysis of the 2025-26 Student Climate Survey, combined with related data from the California School Dashboard, Panorama Education, CALPADS, and educational partner

feedback, yielded several key learnings about school climate at Puente Charter School.

The most significant area of strength is the consistency with which students affirm Puente's adult-student relationships and values. Climate survey results show that 95.9% of grade 3 through 5 respondents agree that adults at school want them to do their best, and 93.5% agree that the school teaches students to care about each other. These results indicate that Puente's investment in MTSS, the Second Step SEL curriculum, restorative justice community circles, and PBIS is reaching students with clear and consistent messaging about expectations, belonging, and respect. The strength of these results provides a foundation for accelerating the academic and language acquisition gains identified as priorities elsewhere in this LCAP.

A second area of strength is student perception of school safety and anti-bullying systems. 87.0% of students feel safe at school, 89.4% agree that adults make clear that bullying is not allowed, and 85.4% trust that teachers will act on bullying reports. These results align with the schoolwide work of the Behavior Interventionist, the School Counselor, and the Vice Principal in leading the Bullying Prevention Plan and anti-bullying assemblies.

A key identified need is the strengthening of Tier 1 social-emotional check-ins. The lowest-rated climate item (72.4% positive) was whether adults at school check on how students are feeling, which indicates that some students do not consistently experience individualized emotional check-ins. This need will be addressed through expanded School Counselor classroom lessons, the new art therapy activities described in the MTSS Social-Emotional Learning, Behavioral, and Mental Health action, and additional teacher professional development on Tier 1 SEL practices.

A second identified need is consistent follow-through on bullying incidents. Although 89.4% of students recognize the anti-bullying message and 85.4% trust teacher action, student feedback from the Spring 2026 climate survey explicitly recommended stricter consequences for bullying, indicating that some students want more visible follow-through.

A third identified need is the continued reduction of chronic absenteeism. 14.6% of students self-reported missing three or more days in 30 days, consistent with the 18.3% chronic absenteeism rate on the 2025 Dashboard. While the three-year Dashboard trajectory shows substantial improvement (from Red in 2023 to Yellow in 2025), sustained MTSS attendance work remains a priority.

Puente's local climate survey does not collect demographic identifiers and cannot be disaggregated by student group.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response:

Based on the key learnings from the 2025-26 Student Climate Survey and related data, Puente Charter School is implementing the following changes to existing plans, policies, and procedures for the 2026-27 school year.

To strengthen Tier 1 social-emotional check-ins, which received the lowest climate survey response at 72.4%, Puente will expand the School Counselor's monthly classroom SEL lessons to include explicit structured check-in routines that teachers can use daily. Puente will also incorporate art therapy activities, facilitated by the School Counselor in collaboration with the Resource Teacher during recess and designated class time, to provide additional opportunities for individualized social-emotional connection. Teacher professional development for 2026-27 will include dedicated sessions on Tier 1 SEL practices and relational check-in strategies, in response to this identified need.

To strengthen the response to bullying, Puente will revise its Bullying Prevention Plan for 2026-27 to include clearer documentation of consequences and follow-through after bullying incidents, in response to student feedback recommending stricter consequences. The Vice Principal and Behavior Interventionist will increase the visibility of follow-through actions through restorative justice community circles and structured student communication, so that students can see that bullying reports lead to documented action. The schoolwide anti-bullying assemblies will also be reviewed and refined to reinforce these systems.

To sustain chronic absenteeism progress reflected in the three-year Dashboard trajectory, Puente will continue and strengthen its MTSS attendance approach, including the Family Attendance Survey administered during orientation, individualized SART support, attendance incentives, and the work of the Community Schools Navigator in connecting families to resources. The Assistant Principal will continue to lead SEL, behavioral, and attendance initiatives, consistent with educational partner feedback affirming the effectiveness of this leadership structure.

To address the absence of demographic identifiers in the Student Climate Survey, Puente will revise the survey instrument for the 2026-27 administration to include optional, anonymized demographic identifiers. This revision will allow Puente to disaggregate climate results by student group in future LCAP reporting cycles and to target climate, safety, and engagement supports more precisely.

To respond to family feedback that complements the climate survey data, Puente will establish

an after-school Homework Hub for 2026-27 supervised by the Community Schools Navigator, and will continue to expand parent engagement structures including the addition of parenting classes and the offering of Coffee with the Counselor sessions via Zoom.

These changes will be monitored through Panorama Education, the California School Dashboard, and the 2026-27 administration of the Student Climate Survey to ensure continuous improvement.

## ***Access to a Broad Course of Study (LCFF Priority 7)***

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)**

Response:

Puente Charter School uses several locally selected measures and tools to track the extent to which all students in grades TK through 5 have access to, and are enrolled in, a broad course of study, including unduplicated student groups and individuals with exceptional needs.

The Master Schedule serves as the primary source for verifying that all students are enrolled in standards-aligned instruction across English Language Arts, Mathematics, Science, Social Studies, Physical Education, and enrichment, including music and dance. CALPADS enrollment and course data confirm enrollment in all required content areas across grade spans.

For students with disabilities, the IEP master caseload spreadsheet, Welligent 300L service reports, and the Director of Special Education's classroom observation cycles verify that students with exceptional needs access the general education curriculum to the greatest extent appropriate while receiving required services and accommodations. For English Learners, the designated ELD instructional block, ELPAC participation, and Panorama Education tracking confirm enrollment in language acquisition supports.

Classroom observations, the SARC, and the annual textbook inventory verify that all students, including Unduplicated Pupils, have access to standards-aligned instructional materials. Together, these measures provide a multi-source picture of access and enrollment.

**Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)**

Response:

Based on the locally selected measures and tools, all 305 students enrolled at Puente Charter School in grades TK through 5 have access to, and are enrolled in, a broad course of study during the 2025-26 school year. The Master Schedule, CALPADS enrollment data, and

classroom rosters confirm 100% student enrollment in standards-aligned instruction across English Language Arts, Mathematics, Science, Social Studies, and Physical Education, along with weekly music and dance enrichment for all students in grades TK through 5.

As a single-site charter school, Puente has no differences in access across school sites. Across student groups, English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities are enrolled in the same broad course of study as all other students, with accommodations, modifications, designated and integrated ELD, and IEP-aligned supports provided as needed to ensure full participation.

The primary area of partial implementation has been theater and visual arts, which were not delivered in 2025-26 due to a strategic reallocation of instructional time toward academic intervention. For 2026-27, Puente will restore theater arts for grades TK through 2 and visual arts for grades 3 through 5, broadening the enrichment program to a more complete arts education offering for all students.

**Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)**

Response:

The primary barrier identified through Puente's locally selected measures is the competing demand on instructional time between enrichment programming and academic intervention. During the 2025-26 school year, Puente made a strategic decision to reallocate the time originally designated for theater and visual arts to support academic intervention groups, in response to the 2025 California School Dashboard ELA and Mathematics performance gaps for All Students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students. This reallocation resulted in the partial implementation of the broad course of study and represents an ongoing tension between the urgency of academic acceleration and the school's commitment to a complete enrichment program.

A related barrier is limited instructional staffing capacity. Puente has identified staffing transitions during the 2025-26 school year, including paraprofessional and teacher transitions, that reduced the school's ability to deliver simultaneous high-quality core instruction, tiered intervention, and full enrichment programming. Educational partner feedback also identified the need for additional paraprofessionals, campus aides, and a school library as resources that would expand both academic and enrichment access for students.

These barriers are being addressed for 2026-27 through the restoration of theater and visual arts and expanded staffing investments.

**In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)**

Response:

In response to the partial implementation of the broad course of study identified through Puente's locally selected measures, the school is implementing the following revisions, decisions, and new actions for the 2026-27 school year.

First, Puente will restore theater arts for students in grades TK through 2 and visual arts for students in grades 3 through 5, alongside continued weekly music and dance programming for all students in grades TK through 5. This restoration responds directly to the partial implementation status documented in the 2025-26 Goal Analysis and to student feedback from the Spring 2026 Student Climate Survey, which identified music and dance as valued enrichment experiences students want to continue.

Second, Puente will revise its master schedule for 2026-27 to protect instructional time for both academic intervention and the full enrichment program, ensuring that the restoration of theater and visual arts does not require continued displacement of intervention time.

Third, Puente will continue and strengthen partnerships with Neighborhood Music School and Theatre of Hearts/Youth First to deliver high-quality, culturally responsive arts instruction for all students.

These actions, combined with the addition of an additional Transitional Kindergarten classroom for 2026-27, ensure that all students, including Unduplicated Pupils and Students with Disabilities, have full access to a complete broad course of study.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUENTE Charter

CDS Code: 19 64733 6120471

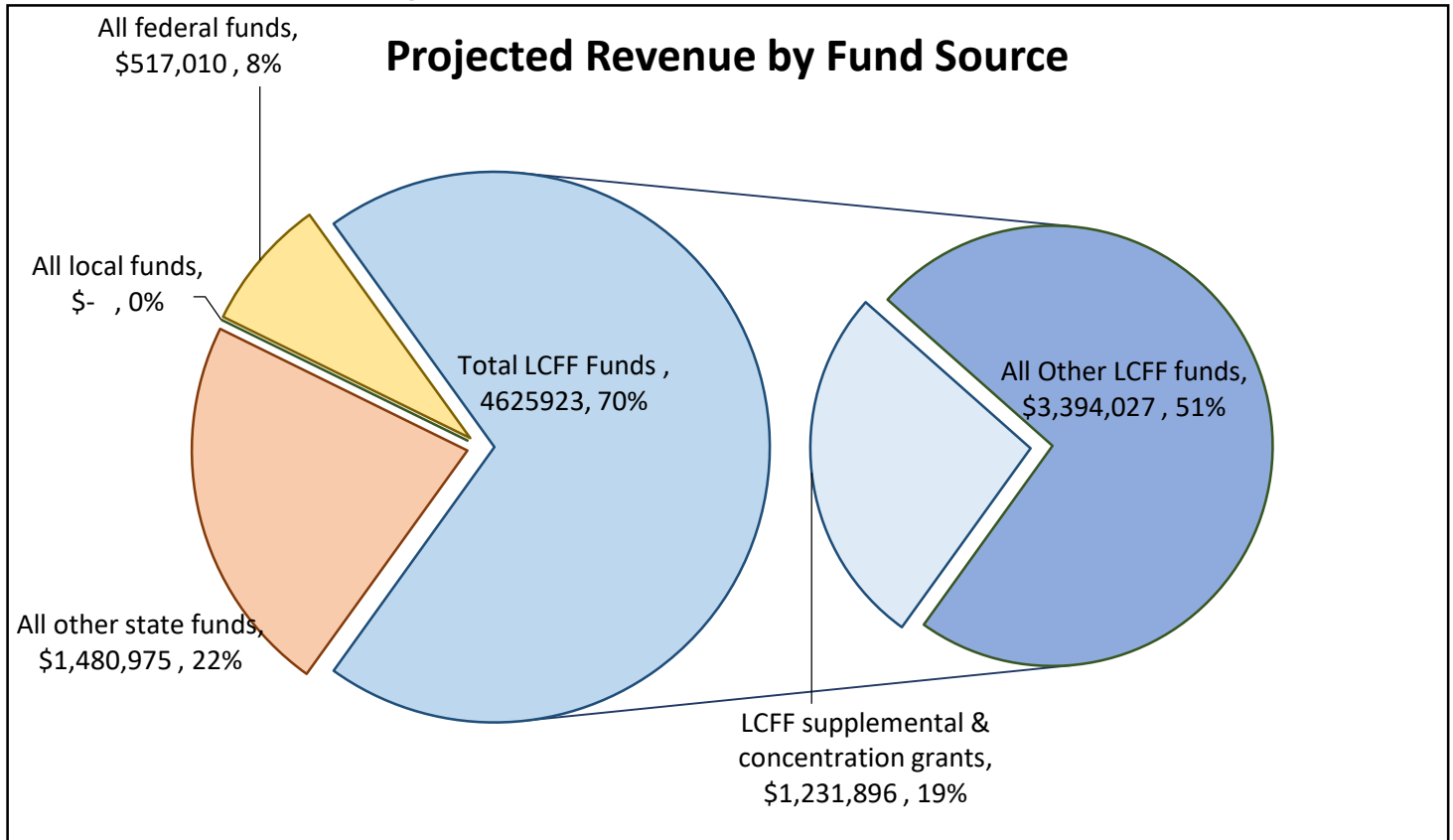
School Year: 2026-27

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 2026-27 School Year

### Projected Revenue by Fund Source

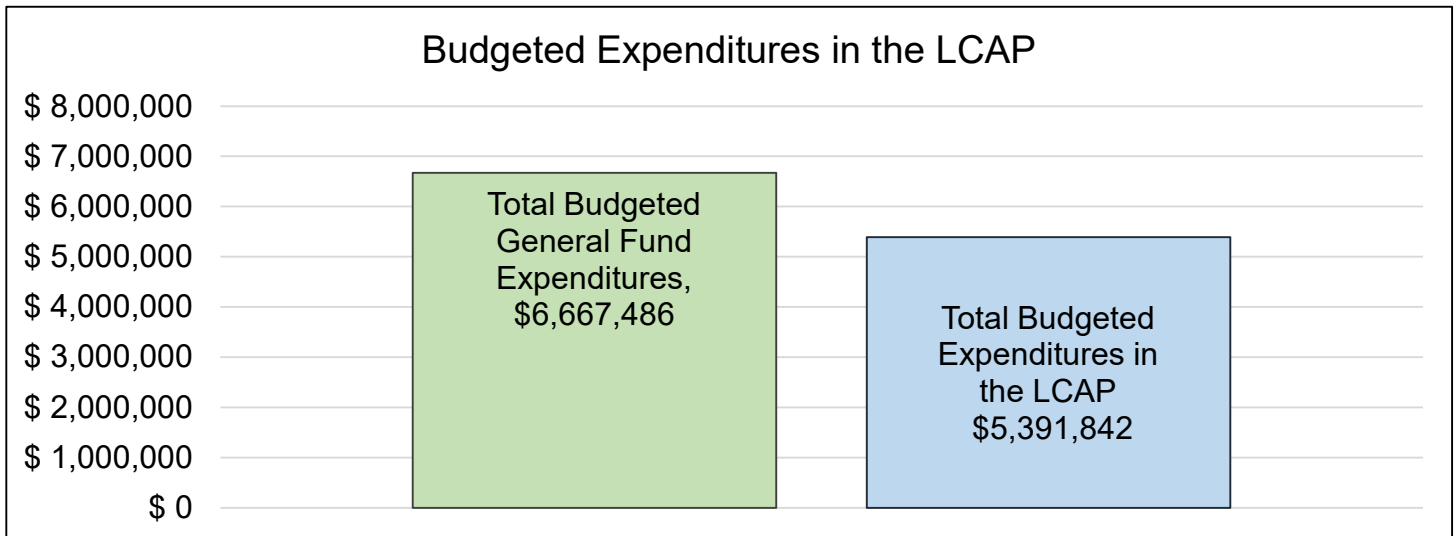


This chart shows the total general purpose revenue PUENTE Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for PUENTE Charter is \$6,623,908.00, of which \$4,625,923.00 is Local Control Funding Formula (LCFF), \$1,480,975.00 is other state funds, \$0.00 is local funds, and \$517,010.00 is federal funds. Of the \$4,625,923.00 in LCFF Funds, \$1,231,896.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: PUENTE Charter plans to spend \$6,667,486.00 for the 2026-27 school year. Of that amount, \$5,391,842.00 is tied to actions/services in the LCAP and \$1,275,644.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

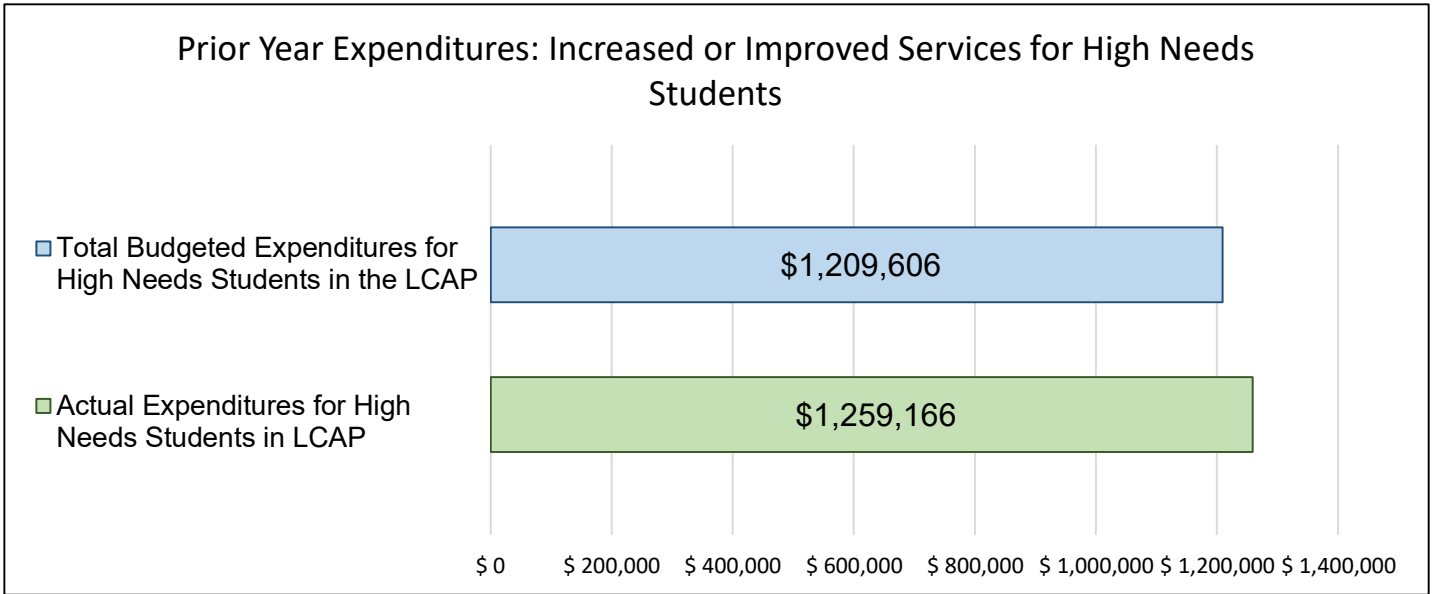
Staffing expenses related to finance and administration and some operational costs.

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

In 2026-27, PUENTE Charter is projecting it will receive \$1,231,896.00 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 \$1,240,728.00 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 2025-26



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 2025-26, PUENTE Charter's LCAP budgeted \$1,209,606.00 for planned actions to increase or improve services for high needs students. PUENTE Charter actually spent \$1,259,166.00 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

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

## Plan Summary 2026-27

### General Information

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

Puente Charter School is situated within the community of Boyle Heights and East Los Angeles, serving 305 students in grades TK through 5. Current student demographics reflect a population that is 99% Hispanic, and 1% White, with 12% Students with Disabilities (SWD), 19% English Learners (EL), 1% Homeless, 1% Foster Youth, and 82% Socioeconomically Disadvantaged (SED).

#### Educational Approach

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

#### History and Development

Founded in 2002 by dedicated educators and parents, Puente Charter School became the first charter school in Boyle Heights. Building on the foundation established by Puente Learning Center in 1985, the school has cultivated meaningful partnerships with the community to connect families with essential educational resources. From 2002 to 2017, Puente served only kindergarten students. Following a successful charter revision, the school expanded to include grades 1 through 5, fulfilling its commitment to provide high-quality education that addresses community needs, particularly for English Learners.

#### Educational Frameworks

Puente implements several integrated educational frameworks that work together to support student learning. The Multi-Tiered System of Supports (MTSS) provides a comprehensive framework for data-based decision-making across all school levels, focusing on aligning initiatives, supports, and resources to address the needs of all students, including gifted learners. Response to Intervention (RtI) coordinates resources from the school and community to support struggling students before they fall behind. Positive Behavioral Interventions and Supports (PBIS) addresses emotional and behavioral learning to increase student engagement and decrease problematic behavior over time.

As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, Puente also implements the California Community Schools Framework, which emphasizes four key pillars: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership, and Extended Learning Opportunities. These frameworks align with Puente's Expanded Learning Opportunities Program (ELOP) and Universal Transitional Kindergarten (UTK) program to create a supportive, inclusive environment that takes a whole-child approach to student success.

### **Strategic Plan and LCAP Alignment**

Puente's 2024-2027 Strategic Plan, the 2026-27 Local Control and Accountability Plan (LCAP), and the California Community Schools Partnership grant goals work together in a cohesive educational framework. This alignment ensures that Puente's long-term vision directly shapes annual priorities and resource allocation. The Strategic Plan's four pillars correspond with Puente's three LCAP goals, and both frameworks incorporate MTSS and the California Community Schools Framework, an alignment that is particularly important for Puente's diverse student population.

### **Charter Renewal and SUMS MTSS Recognition**

Puente Charter School recently received a six-year charter renewal from LAUSD, with a term from 2025 to 2031. Puente also received the SUMS MTSS grant to implement comprehensive staff training and the SWIFT Fidelity Integrity Assessment (FIA). This grant enables Puente to provide targeted interventions across three support levels, using data-driven decision-making to maximize student outcomes.

### **Recent Achievements**

Puente Charter School has accomplished the following milestones in recent years:

- **Charter Authorization and Attendance:** Secured a six-year charter renewal from LAUSD (2025-2031) and reduced chronic absenteeism by over 15%.
- **Grants and Initiatives:** Currently in Year 1 of a five-year California Community Schools Partnership Program Implementation Grant and recipient of the Community Engagement Initiative (Cohort VI) Grant.
- **Staff Retention:** Retained 100 percent of credentialed instructors.
- **Community Partnerships:** Established partnerships with College Corps and Angeleno Corps for dedicated after-school tutoring, collaborated with Neighborhood Music School and Theatre of Hearts/Youth First for music and performing arts instruction across all grade levels, and partnered with the UCLA Jules Stein Eye Institute and the USC Dental Clinic for on-site vision and dental screenings with follow-up care.
- **Family Engagement:** Developed a comprehensive Parent/Caregiver Workshop and Information Session Series.

### **Compliance and Stakeholder Engagement**

Puente Charter School, a Title I Charter School, has developed a one-year LCAP for the 2026-27 school year that aligns with California's MTSS Framework and that also serves as Puente's School Plan for Student Achievement (SPSA). Puente meets all stakeholder engagement requirements outlined in California Education Code Section 52062(a), including consultation with the SELPA under EC 52062(a)(5), engagement with the Parent Advisory Committee under EC 52062(a)(1), participation of the English Learner Parent Advisory Committee under EC 52062(a)(2), and the provision of written responses to committee comments.

## Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Puente Charter School has \$45,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

## Equity Multiplier Funds

Puente Charter School is not eligible for Equity Multiplier funds.

# Reflections: Annual Performance

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

The following table presents Puente Charter School's performance on the 2025 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

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

**The Whole Child, the Whole Community: Puente's Path to Zero Suspensions:** Puente Charter School received a Blue performance level for the Suspension Rate Indicator on the 2025 California School Dashboard for All Students and for every reported student group, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. The Blue performance level reflects Puente's zero suspension rate, which the school has sustained for three consecutive school years (2022-23, 2023-24, and 2024-25).

This consistent performance can be attributed to Puente's commitment to providing an integrated, Multi-Tiered System of Supports (MTSS) that addresses students' social, emotional, behavioral, mental health, and attendance needs. By addressing the underlying conditions that often drive student behavior, the school has been able to prevent escalation, support student regulation, and respond to behavioral concerns through restorative and instructional approaches rather than exclusionary discipline.

Counseling services play a central role in this work. The School Counselor leads monthly classroom social-emotional learning lessons, facilitates Tier 3 social skills groups, and supports families through Coffee with the Counselor sessions and referrals to Care Solace for mental health services. The Vice Principal oversees student discipline, Positive Behavioral Interventions and Supports (PBIS), and school culture initiatives, and the Behavior Interventionist partners with teachers to develop and implement individualized behavior plans, model classroom strategies, and build staff capacity for de-escalation.

Community partnerships further strengthen Puente's capacity to support the whole child. As a California Community Schools Partnership Program (CCSPP) Implementation Grant recipient, Puente employs a Community Schools Coordinator who serves as the foster youth and homeless liaison, connecting families to essential resources and leading parent workshops that support the social-emotional and mental health needs of students. The Community Schools Navigator plays a central role in cultivating and coordinating these partnerships. The Navigator actively identifies family and student needs, connects families with individualized resources, and participates in attendance and intervention meetings to ensure that support is timely and responsive. Through this work, the Navigator bridges the gap between school-based services and community resources, strengthening Puente's ability to serve the whole child within the MTSS framework.

Taken together, these integrated supports have established a positive school climate that prioritizes student and staff safety, fosters belonging, and ensures that students receive the relationships, resources, and interventions necessary to remain engaged in school. The sustained Blue performance level on the Suspension Rate Indicator across All Students and every reported student group reflects the effectiveness of this whole-child, MTSS-aligned approach.

### **Comprehensive Needs Assessment**

Puente Charter School conducts a comprehensive needs assessment annually as part of its commitment to data-driven decision-making and continuous improvement. The needs assessment serves several integrated purposes.

First, as a Title I school, Puente is required to conduct an annual needs assessment to ensure the appropriate allocation of federal funds and to measure program effectiveness across all student groups. This annual process aligns with the federal requirements that govern Title I schoolwide programs and helps ensure that resources are directed toward the priorities most likely to improve outcomes for the school's low-income student population.

Second, Puente conducted a focused needs assessment to inform the allocation of Learning Recovery Emergency Block Grant (LREBG) funds. This assessment supported the identification of learning recovery priorities and informed the planned expenditure of Puente's remaining \$45,000 in LREBG funds during the 2026-27 school year. The needs assessment ensures that LREBG investments respond to documented student needs reflected in the 2025 California School Dashboard and in Puente's local data.

Third, the comprehensive needs assessment reflects Puente's broader commitment to embedding a data-driven culture across the school. The needs assessment draws on two complementary data sources: the most recent California School Dashboard, which provides state-reported

performance data for the 2025 reporting cycle across the Academic Indicators, the English Learner Progress Indicator, Chronic Absenteeism, and Suspension Rate, disaggregated by student group; and local internal data generated within the school, including NWEA MAP, ELPAC, Interim ELPAC, Running Records, Spelling Inventory, the K-2 Reading Difficulties Risk Screener, classroom observations, attendance and behavioral indicators tracked through Panorama Education, and educational partner feedback. The combination of Dashboard and local data ensures that Puente has both a state-level perspective on outcomes and a real-time, classroom-level view of student progress and need.

Finally, the needs assessment allows school administration to present comprehensive data to educational partners, including teachers, classified staff, parents, students, the ELAC, DELAC, EL-PAC, PAC, and the SELPA, to support more informed decision-making on the allocation of fiscal resources. The findings, recommendations, and stakeholder input gathered through this process have been embedded and integrated into the 2026-27 LCAP, ensuring that the plan reflects both objective data and the voices of the school community.

### **ELA Academic Indicator (2025 Dashboard)**

The 2025 California School Dashboard reflects continued underperformance in English Language Arts for Puente Charter School across all reported student groups. All Students received an Orange performance level with a Distance from Standard (DFS) of -26. The English Learner student group received an Orange performance level with a DFS of -69.5, the Socioeconomically Disadvantaged student group received an Orange performance level with a DFS of -31.8, and the Hispanic student group received an Orange performance level with a DFS of -26.3. These results, combined with the elevated need reflected in the English Learner DFS, identify ELA as a priority focus area for the 2026-27 LCAP.

#### **Data Sources Analyzed**

Puente analyzed multiple quantitative and qualitative data sources to inform this needs assessment. Quantitative sources included CAASPP ELA results, NWEA MAP Reading data, Interim Comprehensive Assessment (ICA) results, ELPAC data, and Reading Screener results. Qualitative and classroom-level data sources included classroom observations and Running Records administered every 6 to 8 weeks. Together, these sources provided a comprehensive view of student performance, growth trajectories, and instructional implementation across classrooms.

#### **Educational Partner Engagement**

Puente engaged educational partners in the analysis of ELA performance through structured, recurring meetings throughout the school year. Weekly School Leadership Team meetings provided ongoing review of schoolwide ELA data and instructional priorities. Weekly teacher planning meetings and professional development sessions ensured that classroom teachers were active partners in identifying trends and refining instructional practice. Support staff participated in weekly professional development and team check-ins to align Tier 2 and Tier 3 supports with classroom instruction. Parent engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and monthly Coffee with the Principal sessions, providing families with consistent opportunities to share perspectives on ELA priorities.

#### **Strengths and Demonstrated Growth**

Although the 2025 Dashboard reflects continued underperformance in ELA, the data also shows that more than 70% of Puente students improved their ELA score compared to the prior year. This level of year-over-year growth is evidence that Puente's instructional design is conducive to student learning and provides a foundation on which to build additional gains. Building on this evidence, Puente identified the need to deepen instructional practice through increased coaching, strategic professional development in phonics, vocabulary, and the art of teaching reading, and more rigorous data-driven planning. Data analysis meetings have continued with greater rigor and intentional planning, and Puente has refined after-school tutoring supports for students. Puente will

continue to provide intentional coaching cycles in these instructional areas throughout the 2026-27 school year.

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**Greatest Needs and Student Groups:** Puente continues to identify a need to ensure that students are reading at grade level by the end of each school year. The Dashboard data indicates that English Learners face the largest gap relative to standard at -69.5 DFS, followed by Socioeconomically Disadvantaged students at -31.8 DFS, Hispanic students at -26.3 DFS, and All Students at -26 DFS. To address these needs, Puente will focus on data-driven intervention supports by training teachers and staff on differentiation strategies, and will purchase additional leveled sets of books to support targeted reading instruction across grade levels.

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**Services Implemented in the Current Year:** Throughout the current school year, Puente implemented a coordinated set of ELA services aligned with the school's Multi-Tiered System of Supports (MTSS). Staff engaged in strategic professional learning focused on phonics, vocabulary development, and effective reading instruction. Puente strengthened the structure and expectations for data analysis meetings to ensure more intentional instructional planning and timely identification of students needing Tier 2 and Tier 3 support. After-school tutoring was refined to better align with classroom instruction and address documented student learning needs.

Teachers received ongoing coaching focused on Tier 2 and Tier 3 small-group instruction, including planning, delivery, progress monitoring, and instructional adjustments based on student data. Paraprofessionals also received more intentional support to strengthen their ability to plan and implement small-group instruction aligned to teacher direction and MTSS goals. Puente fully implemented an expanded tutoring model by increasing the number of after-school tutors and providing structured professional development facilitated by the Intervention Coach. Tutoring was aligned to core instructional approaches, targeted to needs identified by classroom teachers, and designed to reinforce priority skills. To extend learning support, students also received winter packets aligned to their specific areas of need.

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**Successes Identified:** Key successes from the current year include the intentional training provided to teachers and paraprofessionals, which strengthened implementation quality and supported the sustainability of Tier 2 and Tier 3 interventions. Another success has been the impact of a skilled Community Schools Navigator who is actively connecting families to resources and strengthening school and home support systems.

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**Challenges Identified:** A primary challenge during the current year was scheduling intervention groups during the core instructional day, particularly because of staffing transitions that reduced the number of available paraprofessionals to support interventions. Tutoring staffing also required ongoing coordination because many tutors are college students whose availability changes each semester, creating variability in schedules and continuity of support.

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**Resource Inequities:** Puente Charter School conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#). Puente identified that less staff was available to support targeted, tiered intervention than originally planned. As a result, the school made several adjustments throughout the year to maintain coverage and continuity of services for students.

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**Root Cause Analysis:** The root cause analysis identified several paraprofessional transitions and one teacher transition throughout the year as the primary contributors to staffing-related disruptions in tiered ELA intervention. These transitions reduced the number of adults available to deliver small-group support during the core instructional day and required ongoing schedule adjustments.

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**2026-27 Action Plan:** For the 2026-27 school year, Puente will implement the following evidence-based interventions to address the identified needs.

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Puente will establish an after-school Homework Hub in response to feedback from families, particularly those who are non-English speaking. Many parents have shared that language barriers make it difficult to support their children with homework, including knowing whether assignments have been completed or how to assist with them. The Homework Hub is designed to ensure that students have consistent academic support beyond the school day. College interns will provide homework assistance under the supervision and guidance of the Community Schools Navigator, ensuring that students receive help in a supportive and accessible environment.

Puente will also invest in a new Benchmark Phonics Intervention curriculum resource, at an estimated cost of \$6,500, that will be used by the Intervention Coach during out-of-classroom support. This resource will strengthen the school's ability to deliver targeted Tier 2 and Tier 3 phonics intervention aligned with current research on foundational reading skills.

These actions will primarily serve students reading below grade level, with particular attention to the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups identified through the Dashboard data analysis.

### Math Academic Indicator (2025 Dashboard)

The 2025 California School Dashboard reflects continued underperformance in Mathematics for Puente Charter School across all reported student groups. All Students received an Orange performance level with a Distance from Standard (DFS) of -40.8. The English Learner student group received an Orange performance level with a DFS of -65.3, the Socioeconomically Disadvantaged student group received an Orange performance level with a DFS of -47, and the Hispanic student group received an Orange performance level with a DFS of -40.4. These results identify Mathematics as a priority focus area for the 2026-27 LCAP, alongside English Language Arts.

#### Data Sources Analyzed

Puente analyzed multiple quantitative and qualitative data sources to inform this needs assessment. Quantitative sources included CAASPP Mathematics results, NWEA MAP Mathematics data, and Interim Comprehensive Assessment (ICA) results. Qualitative and classroom-level data sources included classroom observations of math instruction. Together, these sources provided a comprehensive view of student performance, growth trajectories, and the consistency of instructional implementation across classrooms.

**Educational Partner Engagement:** Puente engaged educational partners in the analysis of Mathematics performance through structured, recurring meetings throughout the school year. Weekly School Leadership Team meetings provided ongoing review of schoolwide math data and instructional priorities. Weekly teacher planning meetings and professional development sessions ensured that classroom teachers were active partners in identifying trends and refining math instruction. Support staff participated in weekly professional development and team check-ins to align Tier 2 and Tier 3 math supports with classroom instruction. Parent engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and monthly Coffee with the Principal sessions, providing families with consistent opportunities to share perspectives on math priorities.

**Strengths and Demonstrated Growth:** Although the 2025 Dashboard reflects continued underperformance in Mathematics, the data also shows that approximately 54% of Puente students improved their math score compared to the prior year. This year-over-year growth indicates that the schoolwide math instructional model is moving students forward, and provides a foundation for continued gains. In response to the Dashboard data, Puente revisited and strengthened the schoolwide math instructional model to ensure that Math Workshop is implemented consistently across all classrooms. The school also reinforced the use of a Cognitively Guided Instruction (CGI) approach to teaching mathematics, and additional coaching support has been built into the annual calendar. Puente has also refined the after-school tutoring support available to students in mathematics.

**Greatest Needs and Student Groups:** A primary area of focus for Puente is strengthening math instruction through the CGI approach. Teachers have received additional training and support in this instructional model, which establishes a clear math structure that gives students opportunities to think critically and collaborate with peers. This structure is designed to foster independence and promote critical thinking skills in mathematics. The Dashboard data indicates that English Learners face the largest gap relative to standard at -65.3 DFS, followed by Socioeconomically Disadvantaged students at -47 DFS, All Students at -40.8 DFS, and Hispanic students at -40.4 DFS, with the EL and SED student groups requiring the most intensive support.

A second area of focus is the intervention support provided by paraprofessionals. Paraprofessionals have received additional support from the Intervention Coach during the current school year through monthly coaching, weekly lesson-planning sessions, and peer observations. Intervention is provided throughout the school day so that students who need additional math support receive it in close alignment with core instruction.

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### **Services Implemented in the Current Year**

Throughout the current school year, Puente implemented a coordinated set of math services aligned with the school's Multi-Tiered System of Supports (MTSS). The school revisited and strengthened the schoolwide math instructional model to ensure Math Workshop is implemented consistently across classrooms. The Cognitively Guided Instruction approach was reinforced as the schoolwide method for promoting conceptual understanding and mathematical reasoning. Additional coaching was built into the annual calendar to support consistent implementation and to strengthen targeted intervention practices, and after-school tutoring supports were refined to address math learning needs aligned to core instruction. Paraprofessionals received structured coaching, planning support, and peer observations from the Intervention Coach so that small-group math intervention could be delivered with greater consistency across classrooms.

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**Resource Inequities:** Puente Charter School conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#). Puente identified that less staff was available to support targeted, tiered math intervention than originally planned. As a result, the school made several adjustments throughout the year to maintain coverage and continuity of math services for students.

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**Root Cause Analysis:** The root cause analysis identified several paraprofessional transitions and one teacher transition throughout the year as the primary contributors to staffing-related disruptions in tiered math intervention. These transitions reduced the number of adults available to deliver small-group math support during the core instructional day and required ongoing schedule adjustments.

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**2026-27 Action Plan:** For the 2026-27 school year, Puente will implement the following evidence-based interventions to address the identified math needs. The after-school Homework Hub described in the ELA needs assessment will also serve students who need math support, providing consistent, supervised academic assistance beyond the school day. College interns will provide homework assistance under the supervision and guidance of the Community Schools Navigator, ensuring that students receive help in a supportive and accessible environment. Puente will also continue to expand Tier 2 and Tier 3 math support within classrooms, building on the structured coaching, lesson planning, and peer observation model that has strengthened paraprofessional instructional practice during the current year.

These actions will primarily serve students performing below grade level in mathematics, with particular attention to the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups identified through the Dashboard data analysis.

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## English Learner Progress Indicator (2025 Dashboard)

The English Learner Progress Indicator (ELPI) measures the percentage of English Learners making progress toward English language proficiency, as determined by year-over-year ELPAC results. Puente Charter School has experienced a significant three-year decline in ELPI performance across consecutive California School Dashboard reporting cycles. On the 2023 Dashboard, Puente received a Blue performance level with an ELPI rate of 75.6%. On the 2024 Dashboard, performance declined to a Green level with an ELPI rate of 70.4%. On the 2025 Dashboard, performance declined further to an Orange level with an ELPI rate of 50.9%. This trajectory identifies ELPI as a priority focus area for the 2026-27 LCAP.

In addition to ELPI, two related indicators inform the needs assessment. ELPAC proficiency rates have fluctuated across recent administrations, with 26.2% in 2022-23, 32.5% in 2023-24, and 24.2% in 2024-25. Reclassification rates have shown a similar pattern, with 21.2% in 2022-23, 28.7% in 2023-24, and 26.8% in 2024-25. The 2024-25 reclassification rate represents a slight decline from the prior year and underscores the need to strengthen English Learner supports.

**Data Sources Analyzed:** Puente analyzed multiple quantitative data sources to inform this needs assessment. Quantitative sources included the 2025 ELPAC summative assessment results and NWEA MAP data. These sources provided a comprehensive view of English Learner performance, language proficiency growth, and the relationship between language acquisition and broader academic progress.

**Educational Partner Engagement:** Puente engaged educational partners in the analysis of English Learner performance through structured, recurring meetings throughout the school year. The English Learner Advisory Committee (ELAC) met to review ELPI data and identify priorities for English Learner instructional support, including the April 15 meeting that focused on this analysis. Teachers met weekly to review English Learner data and align instructional planning across grade levels. The School Leadership Team met weekly to monitor schoolwide ELPI trends and to coordinate ELD instructional priorities. Parents engaged monthly through Coffee with the Principal and ELAC sessions, providing families with consistent opportunities to share perspectives on English Learner supports.

**Strengths and Demonstrated Growth:** Puente continues to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators. Professional development focuses on the academic content standards and on evidence-based pedagogical strategies that ensure the diverse learning needs of students are met and that barriers to learning are addressed. Puente revised its year-long professional development plan to ensure that mathematics, English Language Development, and social-emotional support remain at the forefront of the school's professional learning priorities. Providing professional development in these areas has been crucial for the teaching team, and the School Leadership Team has also participated in leadership development sessions.

Significant strides have been made this year in engaging parents and families as partners in supporting student learning through home-school collaboration and culturally responsive community partnerships. This progress has been driven by the intentional work of the new Community Schools Coordinator. Puente continues to provide learning opportunities for families and structures that ensure authentic family engagement and a culture of trust, with the goal of re-engaging and improving outcomes for all students. Monthly family nights and student-led conferences have allowed the school to stay connected with families, although attendance at these events remains an area for continued growth.

Puente is also part of Cohort VI of the Community Engagement Initiative (CEI). The school's CEI team is composed of the Principal, Operations Coordinator, Community Schools Coordinator, Vice President of Programs, a parent, and a 5th grade student. This team is identifying a problem of practice in community engagement and will develop and implement an improvement plan over a two-year commitment. This work will support Puente in strengthening community engagement that benefits English Learners and their families.

**Greatest Needs and Student Groups:** According to the 2025 California School Dashboard, Puente's English Learners underperformed compared to the state average. During the 2023-24 and 2024-25 school years, Puente welcomed an increased number of newcomer students in grades 3 through 5. To support these students, Puente facilitated a four-week summer program designed to help newcomers advance their vocabulary and other foundational skills needed for academic success. In addition, the school has increased coaching, peer observations, and planning support for ELD instruction across all grade levels. Puente has also refined the after-school tutoring support available to English Learners.

**Issues Identified This Year:** Puente recorded a slightly lower reclassification rate in 2025 than in the previous year, and the school experienced a significantly lower ELPI rate compared to the prior year. The drop from 70.4% (Green) on the 2024 Dashboard to 50.9% (Orange) on the 2025 Dashboard represents the largest year-over-year change in the three-year trajectory and warranted close root cause analysis.

**Root Cause Analysis:** Two root causes were identified through this analysis. First, TK students are no longer taking the ELPAC, which has reduced the size of the student pool eligible to demonstrate progress on ELPI and to be reclassified each year. This structural change has affected both the ELPI calculation and the reclassification percentage. Second, Puente experienced an influx of newcomer students two years ago. Many of these students had received only one full year of English Language Development instruction at the time of the 2025 ELPAC administration, which is not sufficient time for students to master a new language, and which directly affected the ELPI progress measure.

**2026-27 Action Plan:** For the 2026-27 school year, Puente will implement the following evidence-based interventions to address the identified English Learner needs. The school will provide additional coaching and training for teachers and paraprofessionals on effective English Language Development practices. Additional accountability structures will be implemented to support consistent delivery of tiered intervention for English Learners in the classroom. ELD center instruction will be planned more intentionally to ensure that all language domains, including listening, speaking, reading, and writing, are practiced regularly. These actions will primarily serve the English Learner student group, with particular attention to newcomer students in grades 3 through 5.

### Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG), established under California Education Code Section 32526, provides time-limited funding to local educational agencies (LEAs) to accelerate learning recovery for pupils who experienced learning loss and disengagement during and following the COVID-19 pandemic. Pursuant to EC Section 32526(d)(1), an LEA receiving LREBG funds must develop a needs assessment regarding the use and expenditure of funds for the 2025-26, 2026-27, and 2027-28 school years. The needs assessment must identify the pupils in greatest need of learning recovery supports and the interventions selected to address those needs and must include a review of academic performance in ELA and Mathematics and chronic absenteeism, disaggregated by pupil group and at the LEA level. LREBG-funded interventions must be evidence-based and aligned to the needs identified through the assessment.

**Total Allocation:** Puente Charter School has \$45,000 in LREBG funds available for the 2026-27 school year. These funds will be fully expended during the 2026-27 school year to support the Intervention Coach role described in Goal 1, Action 2 (MTSS Academic Interventions).

**Needs Assessment:** Puente completed a comprehensive needs assessment for the 2026-27 school year that draws on two complementary data sources: the most recent California School Dashboard (2025 reporting cycle), and local internal school data generated within Puente. Dashboard data reviewed includes the Academic Indicators for ELA and Mathematics, the English Learner Progress Indicator, Chronic Absenteeism, and Suspension Rate, disaggregated by student group. Local data reviewed includes NWEA MAP Reading and Mathematics administered three times annually, ELPAC, Interim ELPAC, Fountas and

Pinnell Running Records administered every six to eight weeks, the K-2 Reading Difficulties Risk Screener required under EC Section 53008, Spelling Inventory results, classroom observations, and attendance and behavioral indicators tracked through Panorama Education.

Through this needs assessment, Puente identified the following pupils as those in the greatest need of learning recovery supports. In ELA and Mathematics, the 2025 California School Dashboard reflects Orange performance levels (Low status) for All Students and for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. The Distance from Standard (DFS) figures show the largest gaps falling on English Learners (ELA DFS -69.5; Math DFS -65.3) and Socioeconomically Disadvantaged students (ELA DFS -31.8; Math DFS -47). Within these student groups, Puente has further identified individual pupils whose NWEA MAP RIT scores place them in the lowest achievement level or on the low end of the second-lowest achievement level. In Chronic Absenteeism, the 2025 Dashboard reflects a Yellow performance level (Medium status) for All Students at 18.3%, English Learners at 16.2%, Socioeconomically Disadvantaged students at 17.8%, Students with Disabilities at 19%, and Hispanic students at 17.9%. Individual pupils reported as chronically absent (defined as missing 10% or more of instructional days) are a priority population for attendance learning recovery supports.

**Expenditure:** The \$45,000 in LREBG funds will be fully expended during the 2026-27 school year to support the salary and benefits of the Intervention Coach role, which delivers direct tiered intervention to the priority pupil populations identified through the needs assessment and provides coaching to teachers and paraprofessionals delivering Tier 2 and Tier 3 support.

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**Funded Position:** Intervention Coach (Partial Funding with LREBG)

**LCAP Goal and Action:** Goal 1, Action 2 (MTSS Academic Interventions)

**Amount of LREBG Funds:** \$45,000

**Rationale:** The Intervention Coach is the position most directly responsible for delivering learning recovery supports to the students identified through the needs assessment. The role addresses identified needs in four specific ways: (1) provides targeted Tier 2 and Tier 3 small-group instruction in ELA and Mathematics to students performing in the lowest achievement levels, which directly accelerates learning recovery for the pupils most affected by post-pandemic learning loss; (2) leads implementation of the new Benchmark Phonics Intervention curriculum for students performing below grade level in foundational reading, addressing the largest Dashboard gap (EL student group ELA DFS -69.5) through research-aligned phonics instruction; (3) delivers structured coaching cycles for teachers and paraprofessionals through monthly coaching, weekly lesson-planning sessions, and peer observations, which multiplies the impact of LREBG funds by improving the instructional skills of every adult delivering intervention; and (4) supports after-school tutoring and summer programming alignment with classroom instruction, extending learning recovery support beyond the core school day for the priority pupil populations. This role is anchored in the MTSS framework and aligned with the California Community Schools Framework, ensuring that learning recovery is integrated within Puente's broader whole-child approach.

**Evidence Tier:** Tier 2 (Moderate Evidence). The Intervention Coach role implements a combination of evidence-based practices that meet the Tier 2 (Moderate Evidence) threshold under the Every Student Succeeds Act (ESSA) evidence-based standards. The practices include tiered small-group instruction within an MTSS framework, structured instructional coaching for teachers and paraprofessionals, and the use of evidence-based intervention curricula such as Benchmark Phonics. These practices are supported by research studies that have demonstrated moderate evidence of effectiveness in improving outcomes for students performing below grade level, English Learners, and Socioeconomically Disadvantaged students.

**Metric:** The effectiveness of the Intervention Coach role in producing learning recovery for identified students will be measured through the following metrics: NWEA MAP growth across Fall, Winter, and Spring administrations for students receiving Tier 2 and Tier 3 intervention, with disaggregated review for English Learners and Socioeconomically Disadvantaged students; and CAASPP ELA and Mathematics outcomes. Findings will be reported through the LCAP Annual Update process and through the Reflections: Annual Performance section of the 2027-28 LCAP.

## 2024 CA School Dashboard

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

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

### Chronic Absenteeism: Needs Assessment

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

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

- **Greatest Needs & Root Causes:** Data reveals higher absence rates in TK-1 grades, with illness consistently being the primary reason for absences across all grade levels. Transportation challenges, medical appointments, and family circumstances (parent illness, bereavement) also contribute significantly. Survey data indicates some parents lack awareness about chronic absenteeism definitions, with varying expectations about acceptable attendance rates.
- **Areas of Strength:** The school has implemented creative engagement strategies to strengthen teacher-family connections, including personalized messages when students return and targeted outreach to absent students. A structured Student Attendance Review Team (SART) provides individualized support, working within their well-established MTSS framework. The school has also expanded PBIS with incentives and appealing extracurricular activities (Cooking, Spanish, Crafts, Sports, Dance, Music, Coding and Robotics).
- **Resource Inequities:** Transportation access remains uneven among families, creating barriers to consistent attendance. Healthcare timing and accessibility issues result in full-day absences for medical appointments. Family support systems vary significantly, with childcare limitations and scheduling inflexibility preventing both attendance and parental participation in school activities.
- **Action Plan:** Puente Charter should continue expanding their tiered response system, from preventative letters after 1-2 absences through Tier 3 SART meetings for persistent cases. Enhanced campus cleaning in TK-1 classrooms can address illness-related absences. The school should expand morning activities to support working parents, explore transportation assistance options, and strengthen parent education about chronic absenteeism impacts.

Continued enhancement of attendance incentives and community-building events will leverage existing PBIS systems while addressing specific barriers causing absenteeism.

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

Key Effectiveness Elements:

1. The individualized attendance plan strategy, developed after thorough needs assessment and root cause analysis, effectively addressed the case-by-case nature of attendance challenges, particularly in TK-1 grades.
2. The proactive family engagement approach proved highly effective, with early identification of at-risk families, relationship-building initiatives, and the Family Attendance Survey establishing strong communication channels before attendance issues escalated.
3. The MTSS-based prevention framework effectively created a structured intervention system through early identification, personalized SART support, and ongoing data analysis that continuously refined intervention strategies.
4. Teacher-led communication strategies effectively reinforced the importance of attendance through positive messaging when students were absent and visual attendance tracking with incentives in classrooms.
5. The enhanced social-emotional supports (Second Step curriculum, Calm Classroom, restorative circles) effectively addressed underlying causes of absenteeism by creating a more supportive school environment where students felt connected.
6. The coordinated roles of the Counselor and Behavior Interventionist created an effective support system that addressed both social-emotional needs and behavioral challenges affecting attendance.

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

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

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

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

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

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

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

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

1. The embedded intervention block maximized instructional time by providing support within the school day, eliminating scheduling barriers that might otherwise limit intervention effectiveness.
2. The strategic implementation of digital platforms (iXL Math, iXL ELA, Raz Kids, Epic) effectively reinforced skills and addressed learning gaps through personalized, adaptive instruction.
3. The expanded learning opportunities through Think Together (now serving 120 students across six cohorts) effectively extended learning time for nearly half the student population, with additional after-school tutoring options for Tier 3 students.

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

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

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

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

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

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

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

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

- Targeted intervention will be provided by the Intervention Coach through tiered academic support and small group instruction, focusing on improving both CAASPP and ELPAC performance to increase reclassification rates. The coach will also deliver professional training for teachers and paraprofessionals on evidence-based strategies for diverse language learning needs.

- Classroom instruction will include implementation of both designated and integrated ELD for all English Learners, ongoing professional development for teachers on effective vocabulary development and reading comprehension strategies, and administration of Interim ELPAC assessments to familiarize students with the format and reduce testing anxiety.
- Monitoring and support will consist of regular progress monitoring of EL growth toward language proficiency benchmarks, analysis of multiple data sources to adjust instructional approaches, and individualized support services based on each English Learner's unique needs.

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

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

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

### 2023 CA School Dashboard

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

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

**Chronic Absenteeism:** On the 2023 CA Schools Dashboard, Puente received a RED Performance level for all students (34.1%), English Learners (41.1%), Socioeconomically Disadvantaged (35.9%), and Hispanic (33.1%) student groups. The leadership team conducted a needs assessment and root cause analysis

to identify root causes of the escalating chronic absenteeism rates. We identified that chronic absenteeism is a case-by-case situation, and Puente is moving towards individualized attendance plans is our next step to improve overall daily attendance. Our goal is to provide targeted assistance and correct misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.

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

## Reflections: Technical Assistance

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

Puente Charter School is not eligible for Technical Assistance.

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

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><b>Administration/Principal</b></p>	<p>Puente Charter School engaged its administration and principal leadership in structured weekly meetings throughout the 2025-26 school year. These meetings, held on Thursdays from September 2025 through May 2026, served as the primary forum for ongoing review of schoolwide performance data, instructional priorities, operational planning, and LCAP development. The weekly cadence ensured that leadership remained continuously engaged in identifying student needs, monitoring the implementation of LCAP actions, and refining priorities for the 2026-27 plan year.</p> <p>During these meetings, administration reviewed Dashboard performance data, MTSS progress monitoring data, attendance trends, English Learner progress, and student behavioral and social-emotional indicators. The Thursday meetings also included sustained discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. Leadership discussed using LREBG funds to support learning recovery investments that respond to the post-pandemic acceleration needs reflected in the 2025 Dashboard, including continued coaching cycles, professional development on adopted instructional approaches, and Tier 2 and Tier 3 intervention staffing. Leadership discussed using Title I funds to support staffing and instructional resources that benefit the school's low-income student population, including continued investment in the School Counselor role, paraprofessional coaching, and supplemental instructional materials. Leadership also discussed the relationship between identified staffing needs and available funding categories, recognizing that the final allocations for 2026-27 priorities would be reflected in the LCAP Action Tables and budget narrative.</p> <p><b>Feedback Received:</b> Administration and principal leadership provided the following feedback during the weekly Thursday meetings, which directly informed the development of the 2026-27 LCAP:</p> <ul style="list-style-type: none"> <li>• <b>Reduce student screen time during school hours.</b> Leadership recommended reducing the proportion of instructional time delivered through digital platforms in favor of teacher-led, small-group, and hands-on instruction.</li> <li>• <b>Continue accountability for adopted instructional approaches.</b> Leadership emphasized the importance of sustaining continuous classroom observations and coaching sessions to monitor implementation fidelity for Math Workshop, the Cognitively Guided Instruction (CGI) approach, ELD instruction, and Tier 2 and Tier 3 small-group instruction.</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• <b>Plan intentional professional development topics for the start of the school year.</b> Leadership recommended that beginning-of-year teacher training be designed around the priority instructional approaches identified through data analysis, rather than as general training.</li> <li>• <b>Add Behavior Intervention Implementer (BII) capacity to support classroom behavior.</b> Leadership identified a need for additional BII staffing to support teachers with disruptive classroom behavior, de-escalate student behavioral issues, and train teachers on de-escalation strategies they can implement in the classroom.</li> <li>• <b>Continue Assistant Principal leadership of SEL, behavioral, and attendance supports.</b> Leadership affirmed that the Assistant Principal should continue leading social-emotional learning, behavioral, and attendance initiatives, since this leadership structure has supported the schoolwide progress reflected in the 2025 Dashboard.</li> </ul>
<p><b>Teachers</b></p>	<p>Puente Charter School engaged its teaching staff in multiple structured engagement opportunities throughout the 2025-26 school year. Weekly Grade Level Planning meetings, held from September 2025 through May 2026, provided dedicated time for teachers to collaborate on instructional planning, review student data, and identify schoolwide instructional priorities. Weekly Professional Development sessions provided ongoing learning opportunities aligned with the priorities identified through data analysis and classroom observations. Mid-year and end-of-year evaluation meetings, along with mid-year and end-of-year surveys, provided formal opportunities for teachers to reflect on instructional implementation, share feedback on student progress, and identify resource and support needs for the upcoming school year.</p> <p>During these engagement opportunities, teachers reviewed Dashboard performance data, NWEA MAP and ICA results, ELPAC and Reading Screener data, classroom observation feedback, and MTSS progress monitoring data. Teachers also engaged in discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. Teachers discussed using LREBG funds to support learning recovery investments such as targeted intervention staffing, tutoring program expansion, and instructional materials aligned to identified student needs. Teachers discussed using Title I funds to support staffing and instructional resources that benefit Puente's low-income student population, including paraprofessional coaching, intervention support, and supplemental instructional materials. Teachers shared perspectives on how these funding sources could best support classroom-level instruction and small-group intervention for the upcoming school year, with final allocations to be reflected in the 2026-27 LCAP Action Tables and budget narrative.</p> <p><b>Feedback Received:</b> Teachers provided the following feedback during weekly planning meetings, professional development sessions, evaluation meetings, and mid-year and end-of-year surveys, which directly informed the development of the 2026-27 LCAP:</p> <ul style="list-style-type: none"> <li>• <b>Provide more intentional intervention training to paraprofessionals.</b> Teachers requested deeper and more consistent training for paraprofessionals on small-group intervention practices, instructional delivery, and progress monitoring so that paraprofessional support is more aligned with classroom Tier 2 and Tier 3 instructional goals.</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• <b>Add campus aide capacity.</b> Teachers identified a need for additional campus aides to support student supervision and safety across campus and to reduce demands on instructional staff during non-instructional times.</li> <li>• <b>Maintain Intervention Coach support for tiered academic intervention.</b> Teachers affirmed the value of the Intervention Coach role in providing targeted, tiered academic support and recommended that this position continue to lead Tier 2 and Tier 3 intervention planning and delivery for the 2026-27 school year.</li> <li>• <b>Add paraprofessional staffing.</b> Teachers identified a need for additional paraprofessional staffing to support small-group instruction, address student learning gaps, and provide consistent in-classroom intervention support.</li> <li>• <b>Establish a school library.</b> Teachers recommended creating a dedicated school library to expand student access to leveled texts, support independent reading, and strengthen the school's literacy environment.</li> <li>• <b>Continue and strengthen tutoring services and summer programming.</b> Teachers recommended continuing and strengthening after-school tutoring services and summer programming to extend learning time for students who need additional academic support, particularly English Learners and students performing below grade level.</li> <li>• <b>Add Behavior Interventionist (BII) capacity.</b> Teachers identified a need for additional Behavior Interventionist staffing to support classroom behavior management, address disruptive student behaviors, and provide consistent in-classroom support for students with behavior intervention plans.</li> </ul>
<b>Other School Personnel</b>	<p>Puente Charter School engaged its other personnel and classified staff in structured engagement opportunities throughout the 2025-26 school year. Weekly Professional Development sessions, held from September 2025 through May 2026, provided ongoing learning opportunities aligned with the priorities identified through schoolwide data analysis and supported alignment between classified staff practices and the school's MTSS framework. Mid-year and end-of-year evaluation meetings, along with mid-year and end-of-year surveys, provided formal opportunities for classified staff to reflect on their work, share feedback on student needs observed across the school day, and identify resource and support needs for the upcoming school year.</p> <p>During these engagement opportunities, classified staff reviewed schoolwide data and shared observations about student needs based on their daily interactions with students across instructional, supervisory, and support contexts. Classified staff also engaged in discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. Classified staff discussed how these funding sources could support staffing, supervision, and family engagement priorities, including investments in additional supervision and behavior support staff, and family-facing programming aligned with student health and wellness. Classified staff perspectives on day-to-day campus operations and student support needs informed the discussion of how to deploy these funds most effectively, with final allocations to be reflected in the 2026-27 LCAP Action Tables and budget narrative.</p>

Educational Partner(s)	Process for Engagement
	<p><b>Feedback Received:</b> Other personnel and classified staff provided the following feedback during weekly professional development sessions, evaluation meetings, and mid-year and end-of-year surveys, which directly informed the development of the 2026-27 LCAP:</p> <ul style="list-style-type: none"> <li>• <b>Add supervision and Behavior Interventionist (BII) staffing.</b> Classified staff identified a need for additional supervision staff and Behavior Interventionist staffing to support student safety across campus, address disruptive student behaviors, and provide consistent behavioral support during instructional and non-instructional times.</li> <li>• <b>Provide parent training on healthier student snacks.</b> Classified staff recommended offering parent training focused on healthier student snack options to support student nutrition, encourage healthy eating habits, and align family practices with the school's broader commitment to student health and wellness.</li> </ul>
<p><b>Students</b></p>	<p>Puente Charter School engaged its students in the LCAP development process through the Spring 2026 Student Survey. The survey provided students in grades TK through 5 with a structured, age-appropriate opportunity to share feedback about their school experience, identify the parts of school they value most, and recommend changes they would like to see in the upcoming school year. Student survey responses were reviewed by school leadership and incorporated into the broader analysis of educational partner feedback that informed the development of the 2026-27 LCAP.</p> <p>The student feedback was also reviewed in the context of Puente's fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. While students were not directly engaged in fiscal decisions, leadership considered student priorities when discussing how LREBG and Title I funds could support investments that benefit students directly, including continued enrichment programming, expanded learning opportunities, and student support services. Final allocations are reflected in the 2026-27 LCAP Action Tables and budget narrative.</p> <p><b>Feedback Received:</b> Students provided the following feedback through the Spring 2026 Student Survey, which directly informed the development of the 2026-27 LCAP:</p> <ul style="list-style-type: none"> <li>• <b>Stricter consequences for bullying.</b> Students recommended stronger and more consistent consequences for bullying behavior to support a safe and respectful school climate.</li> <li>• <b>Continue music class.</b> Students valued music instruction and recommended continuing the music programming currently offered as part of Puente's enrichment program.</li> <li>• <b>Continue dance class.</b> Students valued dance instruction and recommended continuing the dance programming currently offered as part of Puente's enrichment program.</li> <li>• <b>Longer recess time.</b> Students recommended extending recess time to provide additional opportunities for physical activity, social interaction, and rest during the school day.</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• <b>Bigger play area.</b> Students recommended expanding the available play area to provide more space for active play during recess and physical education.</li> </ul>
<b>Parent Advisory Committee (PAC)</b>	<p>Puente Charter School engaged its Parent Advisory Committee (PAC) in structured quarterly meetings throughout the 2025-26 school year. The PAC met on September 9, 2025, November 14, 2025, February 10, 2026, April 15, 2026 (held in person), and May 20, 2026 (held in person). These meetings served as the primary forum for the PAC to review schoolwide priorities, provide input on the LCAP, and engage in dialogue with school leadership about student needs, instructional supports, and resource allocation for the 2026-27 plan year.</p> <p>During these meetings, the PAC reviewed Dashboard performance data, attendance trends, English Learner progress, and updates on schoolwide programming. The PAC also engaged in sustained discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. The PAC discussed how LREBG funds could support learning recovery investments that benefit students, including academic support during the instructional day, after-school tutoring, summer programming, and English Language Development supports for newcomer students. The PAC discussed how Title I funds could support staffing and instructional resources that benefit Puente's low-income student population, including paraprofessional staffing, counseling and mental health services, and family-facing programming. The PAC shared parent and family perspectives on which investments would most directly benefit students and families, with final allocations to be reflected in the 2026-27 LCAP Action Tables and budget narrative.</p> <p><b>Feedback Received</b></p> <p>The Parent Advisory Committee provided the following feedback during quarterly meetings, which directly informed the development of the 2026-27 LCAP:</p> <ul style="list-style-type: none"> <li>• <b>Expand after-school programming and clubs.</b> The PAC recommended expanding after-school programming, including the addition of student clubs, to provide students with broader enrichment opportunities and structured learning beyond the school day.</li> <li>• <b>Add parenting classes.</b> The PAC recommended adding parenting classes to support families with skills, strategies, and resources that strengthen home-school partnerships and reinforce student learning at home.</li> <li>• <b>Strengthen academic support during the instructional day.</b> The PAC recommended additional academic support during the instructional day, including paraprofessional staffing, after-school tutoring, and summer programming, to address student learning needs reflected in the 2025 Dashboard.</li> <li>• <b>Expand the playground.</b> The PAC recommended expanding the school playground to provide students with more space for physical activity and play during recess and physical education.</li> <li>• <b>Add safeguards on Boyle Avenue.</b> The PAC recommended additional safety measures on Boyle Avenue near the school, including a crossing guard, blinking lights, and additional signage, to support student safety during arrival and dismissal.</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• <b>Continue counseling services and mental health support systems.</b> The PAC affirmed the value of the School Counselor and mental health supports currently in place and recommended continued investment in these services for the 2026-27 school year.</li> <li>• <b>Add ELD support for newcomers.</b> The PAC recommended additional English Language Development support for newcomer students, recognizing the growing population of newcomer students at Puente and the intensive language acquisition support they require.</li> <li>• <b>Provide culturally relevant books for newcomers.</b> The PAC recommended purchasing culturally relevant reading books for newcomer students to support both language acquisition and a sense of cultural connection and belonging.</li> </ul>
<p><b>English Learner Parent Advisory Committee (EL-PAC)</b></p>	<p>Puente Charter School engaged its English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) in a combined, year-long series of structured meetings throughout the 2025-26 school year. The engagement process began in September 2025 with outreach to families through phone calls, meeting invitations, and ELAC nomination information distributed to ensure broad and representative family participation. The committee then met in person on October 22, 2025, December 10, 2025, February 11, 2026, March 11, 2026, April 15, 2026, and May 20, 2026, providing families with consistent and accessible opportunities to engage with school leadership on English Learner programming and LCAP priorities.</p> <p>During these meetings, the committee reviewed and discussed a wide range of English Learner data and program information, including Puente's EL Master Plan, the English Learner Progress Indicator (ELPI) performance on the California School Dashboard, the ELA and Mathematics Academic Indicators on the Dashboard, NWEA MAP assessment results, and the Reclassification criteria and rates used to determine when English Learners are eligible to be reclassified as Fluent English Proficient. These discussions provided families with a comprehensive picture of how English Learners are performing across multiple measures, what the school is doing to support language acquisition and academic achievement, and how progress is monitored over time.</p> <p>The meetings also included sustained discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title funds. The committee discussed how LREBG funds could support learning recovery investments that benefit English Learners, including after-school tutoring, summer programming, and additional academic support during and after the school day. The committee discussed how Title funds could support staffing, instructional resources, and family-facing programming that directly benefit Puente's English Learner population and their families. Final allocations are reflected in the 2026-27 LCAP Action Tables and budget narrative.</p> <p><b>Feedback Received</b></p> <p>The combined ELAC, DELAC, and EL-PAC committee provided the following feedback during the in-person meetings, which directly informed the development of the 2026-27 LCAP:</p> <ul style="list-style-type: none"> <li>• <b>Provide information for parents on how to support their children at home when families do not speak English.</b> The committee recommended developing family-facing resources and guidance that help non-</li> </ul>

Educational Partner(s)	Process for Engagement
	<p>English-speaking parents support their children's learning at home, including strategies for engaging with school assignments and supporting language development across home and school contexts.</p> <ul style="list-style-type: none"> <li>• <b>Strengthen tutoring, summer programming, and academic support for English Learners.</b> The committee recommended continuing and expanding after-school tutoring, summer programming, and additional academic support for English Learners during the instructional day, after school, and during the summer, to address the academic and language acquisition needs identified through Dashboard data and classroom data.</li> </ul>
<p><b>Parents including those representing Unduplicated Pupils &amp; Students with Disabilities</b></p>	<p>Puente Charter School engaged parents, including those representing Unduplicated Pupils and students with disabilities, through structured, recurring engagement opportunities throughout the 2025-26 school year. Monthly Coffee with the Principal sessions provided a consistent, low-barrier forum for parents to meet with school leadership, share feedback, learn about school priorities, and raise questions about student support and instructional programming. Individualized Education Program (IEP) meetings provided dedicated opportunities for parents of students with disabilities to engage directly with the Director of Special Education, classroom teachers, related service providers, and school administrators on the academic, behavioral, and social-emotional needs of their children. Together, these engagement opportunities ensured that parents representing Puente's most historically underserved student populations had multiple, accessible avenues for sharing their perspectives on LCAP priorities.</p> <p>During these engagement opportunities, parents reviewed schoolwide data and program updates, discussed the academic and social-emotional progress of their children, and shared family perspectives on how Puente could strengthen supports for English Learners, socioeconomically disadvantaged students, foster youth, students experiencing homelessness, and students with disabilities. Parents also engaged in discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. Parents discussed how these funding sources could support investments that directly benefit Unduplicated Pupils and students with disabilities, including counseling and mental health services, paraprofessional staffing for in-classroom academic and behavioral support, and family-facing engagement opportunities. Final allocations are reflected in the 2026-27 LCAP Action Tables and budget narrative.</p> <p><b>Feedback Received</b></p> <p>Parents, including those representing Unduplicated Pupils and students with disabilities, provided the following feedback during monthly Coffee with the Principal sessions and IEP meetings, which directly informed the development of the 2026-27 LCAP:</p> <ul style="list-style-type: none"> <li>• <b>Offer Coffee with the Counselor sessions via Zoom.</b> Parents recommended offering Coffee with the Counselor sessions through Zoom, in addition to in-person sessions, to expand access for families who face transportation, work schedule, or other barriers to attending in person. Virtual access would allow more parents to engage with the School Counselor on social-emotional learning, mental health, and family support topics.</li> <li>• <b>Provide counseling and paraprofessional support in classrooms to address achievement gaps and student behavioral issues.</b> Parents recommended additional counseling and paraprofessional staffing in classrooms to</li> </ul>

Educational Partner(s)	Process for Engagement
	<p>address both academic achievement gaps and student behavioral needs in real time, during the instructional day. Parents specifically connected this request to the achievement gaps reflected in the 2025 Dashboard and to the behavioral needs that benefit from immediate, in-classroom support.</p>
<p><b>SELPA Administrator</b></p>	<p>Puente Charter School engaged the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) throughout the 2025-26 school year through structured, topic-specific consultations conducted via Zoom, phone, and email. These consultations supported Puente's compliance with all federal and state requirements for serving students with disabilities and ensured that the school's special education program continued to align with SELPA guidance, technical assistance, and best practices.</p> <p>SELPA consultations conducted via Zoom and phone addressed the following topics: service minutes on June 10, 2025; Welligent delay codes on July 17, 2025; Special Day Class (SDC) placement and alternate curriculum on January 28, 2026; Pre-Service Team (PST) consultation slide deck review on February 23, 2026; and SDC placement and IEP language on April 9, 2026.</p> <p>SELPA consultations conducted via email addressed the following topics: IEP notifications with Spanish copy on August 11, 2026; re-evaluation versus amendment and annual review on September 25, 2026; the Brigance assessment library on September 30, 2026; the Self Review Checklist on October 17, 2026; Option 3 LAUSD placement on February 11, 2026; ISANA co-teaching professional development on February 26, 2026; and the program visit on March 19, 2026.</p> <p>In May 2026, the Director of Special Education consulted with the LAUSD SELPA specifically on LCAP Goal 1, Action 4 (Special Education Services), as required for charter school LCAP development per California Education Code Section 52062(a)(5).</p> <p>The SELPA consultations also informed Puente's fiscal planning discussions for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. While the SELPA itself does not directly determine Puente's use of LREBG or Title I funds, the consultation topics on service delivery, placement, professional development, and program review informed leadership decisions about which special education priorities to support through these funding sources. Final allocations are reflected in the 2026-27 LCAP Action Tables and budget narrative.</p> <p><b>Feedback Received</b></p> <p>The LAUSD SELPA did not provide additional feedback for inclusion in the 2026-27 LCAP development process. The May 2026 consultation between the Director of Special Education and the SELPA, focused specifically on LCAP Goal 1, Action 4 (Special Education Services), concluded with no additional feedback from the SELPA on this LCAP action.</p>

The 2026-27 Local Control and Accountability Plan reflects the sustained engagement of Puente Charter School's educational partners throughout the 2025-26 school year. Feedback gathered through weekly leadership meetings, teacher planning meetings and surveys, classified staff sessions, the Spring 2026 Student Climate Survey, monthly Coffee with the Principal sessions, IEP meetings, the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC), and SELPA consultations directly informed the design of the 2026-27 LCAP. Several themes emerged across partner groups that shaped specific actions, investments, and revisions.

- **Family Support for Non-English-Speaking Households:** Feedback from the PAC, the combined ELAC, DELAC, and EL-PAC, and from monthly Coffee with the Principal sessions consistently identified the need for greater support for non-English-speaking families who want to help their children with homework but face language barriers. In response, Puente established a new after-school Homework Hub for 2026-27, supervised by the Community Schools Navigator and staffed by college interns. This Homework Hub is integrated into Goal 1, Action 2 (MTSS Academic Interventions). The same family feedback also informed the planned addition of parenting classes (recommended by the PAC) and the planned offering of Coffee with the Counselor sessions via Zoom (recommended by parents of Unduplicated Pupils and students with disabilities).
- **Strengthened English Learner and Newcomer Supports:** The combined ELAC, DELAC, and EL-PAC, the PAC, and teacher feedback consistently identified the need for expanded English Language Development supports, including additional tutoring, summer programming, and culturally relevant reading materials for newcomers. In response, Puente has prioritized continued investment in the four-week newcomer summer program using Rosetta Stone, the restructured ELD instructional block, ELPAC preparation by the Vice Principal, daily ELOP intervention, and the purchase of culturally relevant reading books for English Learners and newcomers. These investments are reflected in Goal 1, Action 5 (EL/ELD Support Services), with LCFF supplemental and concentration funds and Title funds supporting these targeted supports for English Learners.
- **Intervention Coaching, Paraprofessional Capacity, and Tutoring:** Teachers, the PAC, classified staff, and parents of Unduplicated Pupils all identified the need for additional paraprofessional capacity, continued Intervention Coach support, and strengthened tutoring services to address the academic gaps reflected in the 2025 Dashboard. In response, Puente has prioritized continued and expanded paraprofessional staffing, retained the Intervention Coach role with structured coaching cycles for teachers and paraprofessionals, and expanded after-school tutoring and summer programming. These investments are reflected in Goal 1, Action 2 (MTSS Academic Interventions).
- **Behavioral Support, SEL, and Mental Health:** Administration, teachers, classified staff, the PAC, and parents of Unduplicated Pupils consistently identified the need for additional Behavior Interventionist capacity, sustained counseling and mental health support, and continued Assistant Principal leadership of SEL, behavioral, and attendance initiatives. The Spring 2026 Student Climate Survey also identified stricter consequences for bullying as a student priority. In response, Puente will continue and expand its investment in Behavior Interventionist staffing, the School Counselor role, Care Solace mental health referrals, the Bullying Prevention Plan, and Assistant Principal leadership of SEL and attendance. The new art therapy initiative also responds to identified social-emotional needs. These investments are reflected in Goal 1, Action 3 (MTSS Social-Emotional, Behavioral, and Mental Health Needs).
- **Enrichment, Recess, and Play Space:** Student feedback through the Spring 2026 Student Climate Survey identified strong student support for continuing music and dance programming, along with requests for longer recess time and a bigger play area. The PAC also recommended expanding the playground. In response, Puente will continue music and dance enrichment for all students in grades TK through 5 and will restore theater arts (grades TK through 2) and visual arts (grades 3 through 5) for 2026-27. This restoration is reflected in Goal 1, Action 6 (Broad Course of Study).
- **Professional Learning Priorities:** Administration and teachers identified the need for sustained accountability for adopted instructional approaches, intentional beginning-of-year professional development, and continued coaching cycles for Math Workshop, Cognitively Guided Instruction (CGI), and ELD. In response, Puente's 2026-27 professional learning calendar prioritizes these instructional approaches across 10 days of intensive summer

professional learning, 5 additional non-instructional planning days, and weekly professional development sessions. These investments are reflected in Goal 2 (Professional Learning) and across Goal 1 actions.

- **Special Education Services:** The SELPA consultation in May 2026 specifically addressed Goal 1, Action 4 (Special Education Services). While the SELPA did not provide additional feedback for inclusion in the LCAP, the year-long SELPA consultations on service minutes, Welligent delay codes, SDC placement, PST consultation, Option 3 LAUSD placement, ISANA co-teaching professional development, the Brigance assessment library, and the Self Review Checklist informed Puente's 2026-27 plan to apply for Option 3 status, expand staffing with an additional Behavior Interventionist and a Speech and Language Pathologist, and implement the Woodcock-Johnson V assessment.
- **Family Engagement Structures:** The PAC, ELAC, DELAC, and EL-PAC, and parents of Unduplicated Pupils consistently identified the need for expanded family engagement opportunities, including parenting classes, expanded after-school programming and clubs, Coffee with the Counselor via Zoom, and additional safety measures on Boyle Avenue. In response, Puente will continue and expand its family engagement structures, including the Community Schools Coordinator and Navigator roles, monthly Family Nights, student-led conferences, and the Parent/Caregiver Workshop and Information Session Series, all reflected in Goal 3 (Parent and Family Engagement).

The 2026-27 LCAP reflects the collective voice of Puente's educational partners. Feedback gathered through sustained engagement with administration, teachers, classified staff, students, parents, the PAC, ELAC, DELAC, EL-PAC, parents of Unduplicated Pupils and students with disabilities, and the SELPA shaped the specific actions, investments, and priorities embedded in the plan. Puente will continue to engage these partners throughout the 2026-27 school year through the same structured meetings, surveys, and consultations, ensuring that the LCAP remains a living plan responsive to the school community.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Puente Charter School developed this goal in response to evidence from the 2025 California School Dashboard, from Puente's needs assessments, and from the experiences of educators, families, and students that demonstrate the interconnected nature of academic, social-emotional, behavioral, and mental health needs. The 2025 Dashboard reflected an Orange performance level for ELA and Mathematics for all reported student groups, a Yellow performance level for Chronic Absenteeism following a three-year decline from a Red performance level in 2023, and an Orange performance level for the English Learner Progress Indicator. Puente's student population is 99% Hispanic, 82% Socioeconomically Disadvantaged, 19% English Learners, with 12% Students with Disabilities, 1% Foster Youth, and 1% experiencing homelessness. These demographics, combined with the academic and attendance data, indicate that Puente serves students whose academic outcomes are deeply connected to social-emotional, behavioral, and mental health factors, and to the broader supports available to their families and communities. Addressing these interconnected needs requires an integrated, whole-child approach rather than siloed academic, behavioral, or social-emotional programming.

**Connection to Student Outcomes:** This goal recognizes that students cannot achieve their academic potential when their social-emotional, behavioral, mental health, or basic needs go unmet. Research and Puente's own implementation experience consistently show that students attend school more regularly, engage more fully in instruction, and demonstrate stronger academic growth when they feel safe, supported, and connected to caring adults. Puente's significant progress on chronic absenteeism, with rates declining from 34.1% in 2023 to 18.3% in 2025, has been driven in large part by the school's investment in MTSS, expanded mental health and counseling supports, restorative practices, and community partnerships that address barriers to attendance and engagement. Sustaining this progress and accelerating academic growth require continued investment in the integrated, whole-child supports this goal supports.

**Framework Alignment:** The goal is anchored in two complementary frameworks that guide Puente's whole-child work. The Multi-Tiered System of Supports (MTSS) framework provides the structure for data-based decision-making across academic, behavioral, and social-emotional domains, with tiered supports that range from universal Tier 1 practices for all students to intensive Tier 3 interventions for students with significant needs. The California Community

Schools Framework, of which Puente is an implementation grant recipient through the California Community Schools Partnership Program (CCSPP), provides the broader vision of schools as community hubs that integrate four pillars: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership, and Extended Learning Opportunities. Together, these frameworks position Puente to identify student needs across all domains and to coordinate responses that draw on school resources, family partnerships, and community-based services. The integration of MTSS and the California Community Schools Framework is central to how Puente serves its diverse student population.

**Responding to Identified Needs:** The goal is also informed by specific student and family needs identified through Puente's annual needs assessment and through educational partner feedback gathered during the 2025-26 LCAP engagement process. Educational partners have identified ongoing needs for expanded behavioral support, additional Behavior Interventionist staffing, continued counseling services and mental health support systems, art therapy, and family-facing programming that supports the whole child. Families have shared that they want their children to have access to consistent academic support, enrichment opportunities, and real-world learning experiences that connect classroom learning to the communities they live in. Students themselves have shared the value they place on enrichment programming such as music and dance and on a safe and respectful school climate. The growing population of newcomer students in grades 3 through 5 has also intensified the need for coordinated supports across language acquisition, social-emotional adjustment, and academic acceleration. This goal is designed to ensure that Puente's response to these needs is integrated, sustained, and informed by both data and stakeholder voice.

**Planned Whole-Child Supports and Outcomes:** Through this goal, Puente will continue to implement a coordinated set of whole-child supports grounded in MTSS and the California Community Schools Framework. These supports include schoolwide implementation of the Second Step SEL Curriculum, Calm Classroom practices, restorative justice community circles, Positive Behavioral Interventions and Supports (PBIS), monthly Coffee with the Counselor sessions, the work of the School Counselor and Behavior Interventionist, mental health referrals through Care Solace, and the coordinated work of the Community Schools Navigator in connecting families to community-based resources. The goal also supports the integration of real-world learning experiences, including standards-aligned field trips, enrichment programming in music and dance, and partnerships with organizations such as the IILA Metro LIFE Program, the LA Metro Rail Safety Education Program, the American Heart Association, St. Johns Community Health, and Breathe SoCal. The expected outcomes of this sustained investment include continued reductions in chronic absenteeism, improved academic outcomes for all student groups, stronger social-emotional and behavioral indicators, and a school climate in which every student feels seen, supported, and engaged.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS)  Source: <a href="#">CA School Dashboard</a>	2022-23 ELA CAASPP	2023-24 ELA CAASPP	2024-25 ELA CAASPP	2025-26 ELA CAASPP	All Students: -16.5 EL: -35.3 SED: -16.1 Hispanic: -37.8
		DFS	DFS	DFS	DFS	
		All Students -9.5	All Students -0.7	All Students -26	All Students -13	
		EL -34.2	EL -35.2	EL -69.5	EL -40	
		SED -15.7	SED -6.5	SED -31.8	SED -15	
Hispanic -11.5	Hispanic -1.3	Hispanic -26.3	Hispanic -13			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	2022-23 Math CAASPP DFS All Students -24.3 EL -35.7 SED -31.7 Hispanic -26	2023-24 Math CAASPP DFS All Students -13.2 EL -37.2 SED -15 Hispanic -14.4	2024-25 Math CAASPP DFS All Students -40.8 EL -65.3 SED -47 Hispanic -40.4	2025-26 Math CAASPP DFS All Students -12.5 EL -13.5 SED -36 Hispanic -14.5	All Students: -16.5 EL: -29.6 SED: -15.3 Hispanic: -14.4
3	CA Science Test	2022-23 CAST % All Students 20.9% Hispanic 19.1% SED 13.9% Source: CAASPP website	2023-24 CAST % All Students 34.2% Hispanic 34.2% SED 29.0% Source: CAASPP website	2024-25 CAST % All Students 24.5% Hispanic 24.5% SED 22.0% Source: CAASPP 2024-25 CAST (Science Points) All Students 50.7 SED 49.9 Hispanic 50.7 Source: CA School Dashboard	2025-26 CAST (Science Points) All Students 58 SED 50 Hispanic 50	All Students: +3.6% SED: +5.4% Hispanic: +8.1%
4	% EL who made progress towards English Language Proficiency Source: <a href="#">ELPI – CA School Dashboard</a>	75.6% Source: 2023 Dashboard	70.4% Source: 2024 Dashboard	50.9% Source: 2025 Dashboard	2025-26: 55%	-24.7%
5	% students English Language Proficiency for Summative ELPAC Source: <a href="#">ELPAC website</a>	2022-23: 26.2% Proficient	2023-24: 32.53% Proficient	2024-25: 24.2% Proficient	2025-26: 28%	-2%
6	Reclassification Rate	2022-23: 21.2%	2023-24: 28.7%	2024-25: 26.8%	2025-26: 28.7%	+5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS					
7	Attendance Rate Source: CALPADS	2022-23: 92%	2023-24: 91.78%	2024-25: 94.3%	2025-26: 95%	+2.3%
8	Chronic Absenteeism Rates Source: <a href="#">CA School Dashboard</a>	2022-23: Chronic Absenteeism Rate All Students 34.1% EL 41.4% SED 35.9% Hispanic 33.1%	2023-24: Chronic Absenteeism Rate All Students 32.2% EL 33.3% SED 32.2% SWD 40.0% Hispanic 31.7%	2024-25: Chronic Absenteeism Rate All Students 18.3% EL 16.2% SED 17.8% SWD 19.0% Hispanic 17.9%	2025-26 Chronic Absenteeism Rate All Students 18.0% EL 18.0% SED 20.0% SWD 22.0% Hispanic 18.0%	All Students: -15.8% EL: -25.2% SED: -18.1% *SWD: -21% Hispanic: -15.2% *Comparison Y1-Y2
9	Suspension Rate Source: <a href="#">CA School Dashboard</a>	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Expulsion Rate Source: <a href="#">Dataquest</a>	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in enrichment. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%	2025-26: 100%	0%
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: <a href="#">SARC</a>	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%

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

- **Priority 4:**
  - % of pupils who complete courses that satisfy UC A-G

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> <li>○ % of pupils who complete CTE course from approved pathways</li> <li>○ % of pupils who have completed both A-G &amp; CTE</li> <li>○ % of pupils who pass AP exams with a score of 3 or higher.</li> <li>○ % of pupils prepared for college by the EAP (Gr 11 SBAC)</li> </ul> <ul style="list-style-type: none"> <li>● <b>Priority 5:</b> <ul style="list-style-type: none"> <li>○ Middle School dropout rate</li> <li>○ High School dropout rate</li> <li>○ High School graduation rates</li> </ul> </li> </ul>					

## Goal Analysis for 2025-26

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

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

Action 1: Puente Charter School (TK–5) is fully implementing a comprehensive assessment system to measure student achievement, monitor progress, identify learning gaps, and accelerate learning. Assessment results are used to inform daily instruction and to identify students who need additional support through the school’s Multi-Tiered System of Supports (MTSS).

**Academic Progress Monitoring:** Puente administers NWEA MAP Reading and Mathematics three times per year (Fall, Winter, and Spring) for all students in TK–5. Reading development is monitored through Fountas & Pinnell running records every 6–8 weeks to assess fluency and comprehension. In TK and Kindergarten, foundational skills are assessed through sound/letter recognition and number recognition. Across grades K–5, teachers use curriculum-based unit assessments in reading, writing, and mathematics to track mastery of standards and guide instructional adjustments. A spelling inventory is administered every 6–8 weeks for all TK–5 students to strengthen language and literacy instruction.

### Benchmark and State Assessments

Puente administers interim comprehensive assessments twice per year for students in grades 3–5. State-mandated assessments are administered as applicable by grade level, including CAASPP/Smarter Balanced (SBAC), ELPAC for ELs, the Physical Fitness Test (PFT), the California Science Test (CAST), and the K–2 reading difficulties risk screener required under Education Code section 53008.

**Implementation Status:** All assessment components have been put into practice. Progress-monitoring tools are scheduled on a yearlong assessment calendar and have been administered as planned.

**New K–2 Reading Risk Screener:** The K–2 reading difficulties risk screener is new this year. At the start of the school year, the full instructional team received training on administration expectations. The Intervention Coach has led follow-up professional development focused on administration fidelity, analysis of results, and instructional planning based on the data. A yearlong calendar for this screener has been established to ensure consistent administration and timely use of results.

**Data Review and Analysis:** Puente continues to implement a consistent data analysis protocol through regular data review meetings every 6–8 weeks, led by the Intervention Coach and Principal. These meetings focus on reviewing assessment results, identifying students in need of support, refining Tier 1 instruction, and assigning or adjusting MTSS interventions.

**Challenges Identified:** A key challenge has been the amount of time required to administer assessments and analyze results. Compared to prior years, students in grades 3–5 are completing an additional SBAC practice assessment, and students in grades K–2 are completing an additional reading assessment.

**Response to Challenges:** To address these demands, Puente added dedicated data-analysis time to teacher schedules during Friday professional development days, so staff have protected time to review results and translate data into instructional action.

**Successes Identified:** Teachers and students have increased awareness of individual academic progress and achievement. Teachers are using assessment results more consistently to group students, plan targeted instruction, and monitor the impact of interventions.

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Action 2: This action was fully implemented. In response to the 2025 California School Dashboard results showing underperformance for Puente Charter School’s student groups in both English Language Arts (ELA) and Mathematics, Puente strengthened and expanded its academic intervention systems to accelerate learning and better meet student needs within the MTSS framework.

### **English Language Arts Interventions**

The 2025 Dashboard reflects underperformance in ELA; however, it also shows that more than 70% of Puente students improved their score compared to the prior year. Building on this evidence of student growth, Puente identified the need to deepen instructional practice through increased coaching, targeted professional development, and more rigorous data-driven planning. Throughout the year, staff engaged in strategic professional learning focused on phonics, vocabulary development, and effective reading instruction. Puente also strengthened the structure and expectations for data analysis meetings to ensure more intentional instructional planning and timely identification of students needing Tier 2 and Tier 3 support. After-school tutoring was refined to better align with classroom instruction and address documented student learning needs.

**Mathematics Interventions:** The 2025 Dashboard reflects underperformance in mathematics, while also indicating that approximately 54% of students improved compared to the prior year. In response, Puente revisited and strengthened the schoolwide math instructional model to ensure Math Workshop is implemented consistently across classrooms. The school also reinforced the use of a Cognitively Guided Instruction (CGI) approach to promote conceptual understanding and mathematical reasoning. Additional coaching was built into the annual calendar to support consistent implementation and strengthen targeted intervention practices. After-school tutoring supports were also refined to address math learning needs aligned to core instruction.

**Coaching and Small-Group Instruction (Tier 2/Tier 3):** Teachers receive ongoing coaching focused on Tier 2 and Tier 3 small-group instruction, including planning, delivery, progress monitoring, and instructional adjustments based on student data. Paraprofessionals also received more intentional support to strengthen their ability to plan and implement small-group instruction aligned to teacher direction and MTSS goals.

### **Tutoring Program Implementation**

Puente has fully implemented an expanded tutoring model to increase access and strengthen instructional alignment. The school increased the number of afterschool tutors and provided structured professional development facilitated by the Intervention Coach. Tutoring is aligned to core instructional approaches, targeted to needs identified by classroom teachers, and designed to reinforce priority skills. To extend learning support, students also received winter packets aligned to their specific areas of need.

**Community Schools Partnerships and Wraparound Supports:** The Community Schools Navigator (Coordinator) expanded Puente’s network of partnerships and supports to strengthen services available to students and families. This work added capacity to the MTSS framework by increasing access to community-based resources and family supports.

**Challenges Identified:** A primary challenge was scheduling intervention groups during the core instructional day, particularly due to staffing transitions that reduced the number of available paraprofessionals to support interventions. Tutoring staffing also required ongoing coordination because many tutors are college students whose availability changes each semester, creating variability in schedules and continuity.

**Successes Identified:** Key successes include the intentional training provided to teachers and paraprofessionals, which strengthened implementation quality and supported sustainability of Tier 2 and Tier 3 interventions. Another success has been the impact of a skilled Community Schools Navigator who is actively connecting families to resources and strengthening school-home.

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Action 3: This action was fully implemented. To address the social-emotional, health, and safety needs of students and families, Puente Charter School has established and expanded a network of community partnerships aligned with its Multi-Tiered System of Supports (MTSS) framework. These partnerships provide targeted resources and services that complement the school's academic program and support the whole child. All partnerships described below are fully operational and actively serving the Puente community.

**Community Partnerships:** During the current school year, Puente Charter School established five new community partnerships, each addressing a specific dimension of student well-being and family need. Together, these partnerships strengthen the school's capacity to provide comprehensive, wrap-around support.

Through the **IILA Metro LIFE Program**, students have access to life skills education and youth development programming designed to support social-emotional growth and positive decision-making. The **LA Metro Rail Safety Education Program** delivers safety education focused on rail and transit awareness, equipping students with essential knowledge for navigating public transportation safely—an important resource given that many Puente families rely on public transit.

The partnership with the **American Heart Association** supports health and wellness education through programming that promotes physical activity, healthy habits, and cardiovascular awareness among students. **St. Johns Community Health** provides community-based health services and resources, expanding access to medical support for students and families who may face barriers to healthcare.

Finally, **Breathe SoCal** offers respiratory health education and resources, including support for students with asthma and other respiratory conditions. This partnership complements the Community Schools Navigator's work in providing individualized resources such as air purifiers for students with respiratory needs.

**Role of the Community Schools Navigator:** The Community Schools Navigator plays a central role in cultivating and coordinating these partnerships. The Navigator actively identifies family and student needs, connects families with individualized resources, and participates in attendance and intervention meetings to ensure that support is timely and responsive. Through this work, the Navigator bridges the gap between school-based services and community resources, strengthening Puente's ability to serve the whole child within the MTSS framework.

**Alignment with Attendance and Academic Goals:** These partnerships directly support the school's broader goals of reducing chronic absenteeism and accelerating academic achievement. By addressing health, safety, and social-emotional barriers, Puente ensures that students are better positioned to attend school consistently and engage fully in instruction. For example, partnerships with St. Johns Community Health and Breathe SoCal help remove health-related barriers to attendance, while the IILA Metro LIFE Program and LA Metro's Rail Safety Education Program promote student well-being and safety beyond the school campus.

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Action 4: This action was fully implemented. Puente Charter School implemented and maintained coherent systems to monitor special education compliance, ensure timely completion of IEP requirements, document and deliver related services, and ensure accommodations and modifications are implemented

consistently across classrooms. These systems are led by the Director of Special Education in collaboration with the Principal, general education teachers, paraprofessionals, and service providers, and are supported through LAUSD (District SELPA) tools, resources, and professional learning.

**IEP Timelines and Compliance Monitoring:** At the start of the school year, all student IEPs are reviewed, and the Director of Special Education develops a master caseload spreadsheet that lists annual review dates, triennial due dates, and timelines for newly enrolled students with IEPs, including 30-day meetings. The Director of Special Education and Principal also generate and review the Master Calendar report (Report ID 2559) to verify that IEP meetings and due dates remain compliant throughout the year. To ensure proactive planning, IEP meetings are tentatively scheduled at the beginning of the year, and teachers, administrators, and providers receive calendar invitations. Families are notified of IEP meetings approximately two to four weeks in advance through a formal notification sent home and are reminded again the day before the meeting through ParentSquare.

To support timely development of compliant IEP documents, present levels of performance are requested from teachers two to four weeks prior to meetings, with a calendar invite that includes a clear due date. When a new student with an IEP enrolls, Puente holds a 30-day IEP meeting and shares calendar invitations with the administrator, providers, and general education teacher(s) to ensure required participants are prepared and available. Puente also runs CALPADS Report 16.21 weekly to identify and address any overdue IEPs immediately.

**Delivery and Documentation of Related Services:** Puente monitors service delivery through weekly review of the 300L report generated and reviewed by the Director of Special Education and the Principal. If the 300L report indicates that service minutes are out of compliance, providers are notified immediately and corrective next steps are established. Service providers generate their Welligent 300L reports weekly to verify accuracy and ensure service minutes and notes are current. Providers enter service minutes and documentation either daily or weekly, depending on service model and schedule.

Resource services are supported by a servicing schedule that is created and shared with teachers and administration. In addition, at the beginning of the school year, service providers submit their servicing schedules, which are then shared with teachers and administrators for coordination. When signed parent consent is received, providers are notified so caseloads and service schedules can be updated promptly to align with the IEP.

**Implementation of Accommodations and Modifications:** Puente established clear procedures to ensure accommodations and modifications are understood and implemented consistently. When new students with IEPs enroll, the school creates a student “snapshot” and holds a coordination meeting with the general education teacher, special education paraprofessional, Director of Special Education, and an administrator to review services, accommodations, and implementation expectations. Snapshots are updated after IEP meetings and stored in an accessible Google Folder for staff. Following updates, teachers receive an email notification summarizing changes to ensure timely implementation.

The Director of Special Education meets weekly with general education teachers to review updated snapshots, upcoming IEP meetings, present levels development, and service needs. These meetings also include review of lesson plans and assignments to confirm accommodations are embedded in instruction and student work products. At the beginning of the school year, the Director of Special Education, special education paraprofessional, and Behavior Interventionist meet individually with each general education teacher to review IEP snapshots and Behavior Intervention Plans (BIPs). During these meetings, each accommodation is reviewed and concrete implementation examples are provided.

To verify implementation in practice, the Director of Special Education conducts classroom observations to confirm that students receive accommodations during instruction, that teachers implement accommodations during small-group instruction, that teachers prompt and model accommodation use as needed, and that students demonstrate familiarity with their supports.

**Use of LAUSD (District SELPA) Resources and Applications:** Puente uses LAUSD SELPA systems to strengthen compliance, build staff capacity, and maintain current practices. myPLN is used to register for required trainings such as annual Oral Interpretation Training, and additional trainings are assigned to paraprofessionals, providers, and behavior staff to strengthen instructional and behavioral practice. Puente uses SELPA trainings and presentations to remain current on requirements and to train staff, including the Behavior Interventionist Welligent documentation training used this year.

Puente also relies on COP resources. COP emails are reviewed weekly to monitor updates and track deliverables and due dates, including the Self-Review Checklist, DRDP submissions, and benchmark timelines, and to access links and reference resources. COP specialists are also consulted regularly for

technical assistance. The Director of Special Education frequently consults with LAUSD SELPA staff on IEP development, assessment requirements, and placement decisions. LAUSD SELPA staff also supports Puente through professional development and responsive guidance on behavior-related questions. Additional SELPA resources are used as needed, including the assessment library (with frequent use of Brigance), reference guides, and bulletins to support implementation fidelity.

**What Changed This Year:** Puente expanded systems to increase efficiency, strengthen implementation fidelity, and improve coordination. Families are now offered the option to electronically sign IEP-related documents, supporting timely completion and reducing delays in finalizing paperwork. The Director of Special Education implemented three coaching cycles per year with general education teachers, including classroom observations focused on accommodation implementation, differentiated instruction, and small-group structures, followed by feedback meetings with actionable recommendations.

In addition, behavior interventionists, resource teachers, and paraprofessionals are observed three times per year to ensure behavior strategies outlined in BIPs are implemented, co-teaching and collaboration practices are occurring, and services are delivered as required. Each observation cycle includes a feedback meeting between the Director and staff member to strengthen practice. Puente also developed and shared a behavior interventionist schedule that clearly identifies coverage assignments, breaks, and lunch periods to improve consistency and supervision across the day.

**Challenges Identified:** The primary implementation challenge has been scheduling and coordination across multiple roles while maintaining service minutes and meeting timelines, particularly when calendars shift due to student enrollment changes and meeting availability. Ensuring timely completion of present levels and coordinating required participants for IEP meetings requires ongoing communication and tight internal deadlines. Maintaining consistent service documentation across providers also requires frequent monitoring and follow-up to ensure data in Welligent and compliance reports remain current and accurate.

**Successes Identified:** A significant success has been the strength and consistency of Puente's compliance monitoring systems, including the master caseload spreadsheet, weekly CALPADS checks for overdue IEPs, and weekly 300L service delivery reviews. Another success has been improved staff capacity and implementation fidelity through systematic coaching, observations, and feedback cycles for general education teachers and service providers. Puente's clear snapshot process and weekly general education/special education coordination meetings have strengthened communication and improved consistency in accommodation implementation across classrooms. The addition of electronic signature options has also improved timeliness and reduced barriers to completing required documentation.

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Action 5: According to the 2025 California School Dashboard, English Learners at Puente Charter School underperformed in comparison to the state average. During the 2023–24 and 2024–25 school years, Puente also welcomed an increased number of newcomer students in grades 3–5, students who are new to the United States within the past 24 months and require intensive support to develop English proficiency and access grade-level content. These data points reinforced the need to strengthen and expand services for English Learners across the school.

In response, Puente has deepened its commitment to a whole-child approach in alignment with the California Community Schools Framework, strengthening its Multi-Tiered System of Supports (MTSS) to identify and address the academic, social-emotional, behavioral, and mental health needs of all students, with particular attention to English Learners. The continuous refinement of the MTSS model has contributed to improved attendance and academic achievement. Student data, including academic, behavioral, and social-emotional indicators, is captured and tracked through Panorama Education, which serves as the central hub for student information and enables consistent data analysis to identify areas of need.

**English Language Development Instructional Support:** English Language Development remains a primary area of focus at Puente Charter School. This year, the school restructured its designated ELD instructional block to include more intentional lessons and activities designed to accelerate language acquisition. Monitoring and support for ELD instruction have increased significantly, with more frequent professional development sessions, in-classroom coaching, and collaborative planning support dedicated to strengthening ELD practices across all grade levels.

To further prepare English Learners for the English Language Proficiency Assessments for California (ELPAC), the Vice Principal provides targeted, small-group instruction by working directly with students to build the academic language and test-taking skills necessary for success on the assessment. This targeted support ensures that students receive individualized preparation aligned with their current proficiency levels.

**Newcomer Support Programs:** Puente Charter School provides comprehensive services to support newcomer students with language acquisition. A four-week summer program was offered to all newcomers, utilizing the Rosetta Stone language program to accelerate English language development and help students build the vocabulary and foundational skills necessary for academic success. Seven of the ten eligible newcomer students participated in the program. In addition, Benchmark Phonics instruction with one-to-one paraprofessional support strengthens foundational literacy skills for English Learners throughout the school year.

Beyond the summer program, English Learner intervention continues on a daily basis through the afterschool Expanded Learning Opportunities Program (ELOP). The school has also refined its afterschool tutoring support to better serve English Learners, ensuring that tutoring is aligned with core-day instructional approaches and addresses the specific language development needs identified by each student's classroom teacher.

**Professional Development:** Puente continues to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators. Professional development focuses on academic content standards and evidence-based pedagogical strategies to ensure the diverse learning needs of students are met and barriers to learning are addressed. This year, the school revised its year-long professional development plan to ensure that English Language Development, mathematics, and social-emotional support are at the forefront of the school's professional learning priorities.

Professional development specific to ELD has included increased coaching cycles, structured peer observations, and dedicated collaborative planning time for teachers to design and refine ELD lessons. These targeted sessions have been crucial for building instructional capacity across the teaching team. The school leadership team has also participated in leadership development sessions to strengthen their ability to support and monitor ELD implementation schoolwide.

In addition, there has been an increase in social-emotional learning lessons delivered in classrooms, facilitated by the school counselor. This expanded SEL programming has contributed to a decrease in behavior and mental health referrals, creating a more supportive learning environment that benefits all students, including English Learners.

**Implementation Status:** All components of this action are fully implemented. The restructured ELD block is in place across all classrooms, the newcomer summer program was delivered as planned, daily afterschool intervention through ELOP is operational, ELPAC preparation sessions are ongoing, and the expanded professional development and coaching cycles for ELD are being executed according to the revised year-long plan. Student progress is monitored continuously through Panorama Education and NWEA MAP data.

### **Challenges Identified**

- **Newcomer Family Participation:** Despite ongoing communication with families of newcomer students, three families chose not to participate in Puente's four-week summer program, which was offered at no cost. While the school provided consistent outreach and emphasized the benefits of the program, some families were unable or chose not to enroll their children. Puente continues to explore strategies for increasing participation, including earlier outreach, family information sessions, and addressing potential barriers such as transportation and scheduling.
- **Meeting the Needs of a Growing Newcomer Population:** The increase in newcomer students in grades 3–5 over the past two years has heightened the demand for intensive language development support. Serving students who arrive with limited or no English proficiency at the upper elementary level requires sustained, individualized intervention that goes beyond standard ELD instruction. The school continues to refine its approach to ensure that these students receive the level of support necessary to access grade-level content while developing English proficiency.

**Successes Identified:** A notable success is the measurable academic growth among newcomer students. From fall to winter, three out of five newcomer students improved by over 20 RIT points on the NWEA MAP assessment in mathematics and/or English Language Arts. This level of growth demonstrates that the combination of the summer program, daily ELOP intervention, restructured ELD instruction, and targeted support is making a meaningful difference for the

school's most recently arrived students. In addition, seven out of ten students increased their MAP Math score from Spring 2025 to Winter 2026; and eight out of ten students increased their MAP ELA score from Spring 2025 to Winter 2026.

The increased investment in ELD-focused professional development, coaching, and planning support has also been a significant success. Teachers report greater confidence in delivering intentional, high-quality ELD instruction, and the more structured approach to the ELD block has resulted in more consistent, rigorous language development experiences for students across all classrooms.

**Action 6:** This action was partially implemented. Puente Charter School is committed to providing all students with a well-rounded educational experience that extends beyond the core academic subjects of English Language Arts, Mathematics, Science, Social Studies, and Physical Education. The school's enrichment program is designed to develop the whole child through meaningful exposure to the arts and other enrichment opportunities. While key components of this action are in place and students consistently receive arts enrichment, the full scope of the program has not been implemented this school year.

**Current Implementation:** Students in TK–5th grade participated in weekly music and dance programming as part of the school's enrichment offerings. These programs were delivered consistently throughout the school year, and all students had equitable access to participation. Program quality was regularly evaluated to ensure that enrichment experiences are meaningful and aligned with the school's commitment to developing the whole child.

However, theater and visual arts programming was not incorporated during the current academic year. The original enrichment plan included these components, but they have not been implemented this year due to a strategic reallocation of instructional time. This is the primary reason this action is classified as partially implemented.

**Challenges Identified:** The central challenge this year has been balancing the school's enrichment goals with the urgent call to strengthen academic achievement. Assessment data indicated that students and teachers needed additional time for academic intervention groups, and the time originally allotted for theater and visual arts was reallocated to support these intervention efforts. While this decision was made intentionally to prioritize academic growth particularly in English Language Arts and Mathematics, it resulted in a narrower enrichment experience than the school's full program envisions. Puente recognizes the importance of restoring theater and visual arts programming and will explore scheduling solutions that allow for a complete broad course of study without compromising the time needed for academic intervention.

**Successes Identified:** Despite the partial implementation, the music and dance programming that is in place has had a positive impact on students. All students consistently receive enrichment and arts opportunities throughout the school year, with equitable access to resources across all grade levels. The quality and consistency of these offerings have fostered a genuine interest in the arts among students, with many developing personal connections to music and creative expression that extend beyond the classroom.

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.

For the actions under Goal 1, there were no material differences between the budgeted expenditures and the estimated actual expenditures during the 2025-26 school year. All planned actions and services under Goal 1 were implemented as budgeted, and expenditures aligned with the planned amounts identified in the 2025-26 LCAP. No material differences were identified that would require explanation.

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

**Action 1:** This action has been effective. Winter results indicate modest schoolwide improvement. Schoolwide ELA NWEA MAP increased from 42% of students meeting/exceeding in Fall to 45% in Winter (a 3% increase). Schoolwide Math NWEA MAP increased from 52% meeting/exceeding in Fall to 54% in

Winter (a 2% increase).

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Action 2: This action is effective and is contributing to progress toward the goal. Effectiveness is evidenced by improvement in schoolwide ELA and Math NWEA MAP performance from Fall 2025 (ELA 32%; and Math 52% Proficiency); to Winter 2026 (42% ELA; and 54% Math Proficiency). In addition, the addition of six new partnerships to support MTSS reflects expanded capacity to address academic and wraparound needs. Spring MAP data results are pending at the time of this LCAP.

In addition, the effectiveness was also measured by the percentage of students participating in Tier 2 and 3 intervention this school year (2025-26) compared to prior school year (2024-25). In 2024-25: 29% received Tier 1, 70% received Tier 2, and 12% Tier 3. For the 2025-26 school year: 33% received Tier 1 intervention; 66% received Tier2, and 6% received Tier 3.

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Action 3: This action has been highly effective. All five partnerships are fully established and actively providing services to the Puente community. The Community Schools Navigator continues to coordinate these partnerships, monitor their impact, and identify additional resources as student and family needs evolve. This effective action was fully implemented and contributes meaningfully to the school's comprehensive approach to supporting student success.

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Action 4: This action has been effective in maintaining compliance and strengthening program quality. Effectiveness is demonstrated through proactive scheduling and monitoring that supports on-time IEP meetings, consistent use of weekly compliance reports (CALPADS 16.21 and the 300L report) to identify and address issues early, and documented coaching/observation cycles that improve fidelity of accommodations, service delivery, and behavior plan implementation. Collectively, these systems ensure Puente provides students with disabilities equitable access to instruction, required services, and appropriate supports in alignment with IEP requirements.

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Action 5: This action was effective in strengthening targeted support for English Learners at Puente Charter School. The newcomer NWEA MAP growth data provides early evidence that the school's comprehensive approach, combining a summer bridge program, restructured ELD instruction, daily afterschool intervention, ELPAC preparation, and expanded professional development—is accelerating language acquisition and academic achievement for English Learners. The decrease in behavior and mental health referrals further indicates that the whole-child approach embedded within the MTSS framework is creating the conditions necessary for English Learners to thrive both academically and social-emotionally. Puente remains committed to continuing and refining these efforts to close achievement gaps and ensure that all English Learners have equitable access to high-quality instruction. This action was also effective in improving academic outcomes for EL as measured by NWEA MAP Assessments. A notable success is the measurable academic growth among newcomer students. From fall to winter, three out of five newcomer students improved by over 20 RIT points on the NWEA MAP assessment in mathematics and/or English Language Arts. This level of growth demonstrates that the combination of the summer program, daily ELOP intervention, restructured ELD instruction, and targeted support is making a meaningful difference for the school's most recently arrived students. In addition, seven out of ten students increased their MAP Math score from Spring 2025 to Winter 2026; and eight out of ten students increased their MAP ELA score from Spring 2025 to Winter 2026.

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Action 6: The components of this action that were in place are proving effective in cultivating student interest and engagement in the arts. An increasing number of students have identified a personal interest in the arts as a result of the school's enrichment programming. This growing enthusiasm is evidenced by students joining the afterschool music club and enrolling in music courses at the neighborhood music school. These outcomes demonstrate that even within a partially implemented program, Puente's enrichment offerings are successfully sparking student curiosity and extending learning opportunities into the

broader community. Full implementation of the broad course of study, including the restoration of theater and visual arts, would further strengthen these outcomes and provide students with a more complete arts education.

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.

Puente Charter School develops an annual LCAP. For the 2026-27 plan year, Goal 1 was not changed, and the metrics associated with the goal were not changed. Based on reflections from prior-year implementation and on feedback from educational partners, including families, the following changes were made to Goal 1 actions for the 2026-27 school year. Puente Charter School will continue to use the California Science Test (CAST) science points as reported annually on the California School Dashboard to measure student progress on the science academic content standards.

First, Puente established an after-school Homework Hub. This new initiative is a direct response to feedback from families, particularly non-English-speaking parents who shared that language barriers make it difficult for them to support their children with homework, including knowing whether assignments have been completed or how to assist with them. The Homework Hub is designed to ensure that students have access to consistent academic support beyond the school day. College interns will provide homework assistance under the supervision and guidance of the Community Schools Navigator, ensuring that students receive help in a supportive and accessible environment.

Second, Puente will invest in a new Benchmark Phonics Intervention curriculum resource for the 2026-27 school year. This curriculum will be used by the Intervention Coach during out-of-classroom support and will strengthen Puente's ability to deliver targeted Tier 2 and Tier 3 phonics intervention aligned with current research on foundational reading skills. This investment responds directly to the 2025 Dashboard ELA performance data and to the prior-year reflection that more rigorous, targeted phonics intervention is needed to accelerate reading progress for students performing below grade level.

No other changes were made to Goal 1 actions, target outcomes, or metrics for the 2026-27 LCAP.

**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	<b>ASSESSMENTS OF LEARNING</b>	<p>To measure student academic performance, monitor progress, identify learning gaps, and accelerate student learning, Puente Charter School will implement a comprehensive assessment system for all students in Transitional Kindergarten through Grade 5. Assessment results will be used to inform instruction, identify students in need of additional academic support, and guide intervention through the school’s Multi-Tiered System of Supports (MTSS).</p> <p><b>Academic Progress Monitoring</b>            Puente Charter School will administer a range of assessments throughout the school year to monitor student progress in reading, writing, mathematics, and foundational skill development. NWEA Measures of Academic Progress (MAP) Reading and Mathematics assessments will be administered three times annually, in fall, winter, and spring, to all students in grades TK-5. Fountas and Pinnell</p>	\$4,500	N

Running Records will be conducted every six to eight weeks for all students in grades TK-5 to monitor reading fluency and comprehension.

Students in Transitional Kindergarten and Kindergarten will also participate in foundational skills assessments, including sound and letter recognition and number recognition. In addition, curriculum-based assessments will be used across grade levels to monitor mastery of standards in reading, writing, and mathematics. Spelling inventories will also be administered every six to eight weeks for students in grades TK-5 to support ongoing progress monitoring and instructional planning.

**Benchmark and State Assessments**

Puente Charter School will administer interim comprehensive assessments twice annually for students in grades 3-5 to measure progress toward grade-level standards and readiness for state assessments. The school will also administer all required state assessments, including the California Assessment of Student Performance and Progress (CAASPP), Smarter Balanced Assessments, English Language Proficiency Assessments for California (ELPAC), California Science Test (CAST), and Physical Fitness Test (PFT), as applicable by grade level. In accordance with Education Code Section 53008, students in grades K-2 will also participate in screening for risk of reading difficulties.

**Data Analysis Protocol**

Puente Charter School will continue to implement its established five-step data analysis protocol to review, analyze, and discuss student assessment results. This systematic process aligns with the school’s MTSS framework and the California Community Schools Framework and is designed to measure individual student progress toward grade-level standards, identify specific learning gaps requiring targeted intervention, monitor student growth and schoolwide achievement trends, evaluate program effectiveness, and inform instructional and resource allocation decisions.

**Collaborative Data Review and Instructional Response**

Data review meetings will be held every six to eight weeks with grade-level teams, instructional coaches, and administrators to ensure timely analysis of student performance data and responsive intervention planning. To support this work, Puente Charter School will provide dedicated data analysis time within teacher schedules during Friday professional development days. This protected collaboration time will enable staff to review assessment results, refine instructional strategies, and translate data into targeted instructional action to better support student achievement.

2	<b>MTSS: ACADEMIC INTERVENTIONS</b>	<p>Puente Charter School will implement a comprehensive Multi-Tiered System of Supports (MTSS) framework to identify, monitor, and support students who require additional academic assistance in English Language Arts (ELA) and mathematics. This action is being prioritized in response to the school’s 2025 California School Dashboard results, which reflect Orange performance levels in both ELA and mathematics for All Students and for key student groups, including English Learners, socioeconomically disadvantaged students, and Hispanic students. At the same time, Puente has identified important evidence of student growth, including that more than 70 percent of students improved their ELA scores and approximately 54 percent improved their mathematics scores compared to the prior year. Building on this evidence, the school will continue refining and strengthening its academic intervention system to accelerate achievement and address persistent learning gaps.</p> <p><b>Assessment, Identification, and Data-Based Referral</b>  Puente Charter School will use universal screeners and ongoing formative assessment data to identify students in need of academic intervention and to determine the appropriate level of support. Measures such as NWEA Measures of Academic Progress (MAP) and Fountas and Pinnell Running Records will be used to establish baseline performance, identify specific skill gaps, support MTSS referrals, set individualized growth goals, and measure intervention effectiveness over time.</p> <p>The school will continue to strengthen data analysis meetings to ensure more rigorous and intentional review of student performance. Through this process, staff will identify students in need of Tier 2 and Tier 3 support in a timely manner and make instructional adjustments based on current evidence of student need. This systematic review process will support targeted intervention planning and more responsive delivery of services.</p> <p><b>Tiered Support Structure</b>  Puente Charter School will maintain a tiered system of academic support designed to provide increasing levels of intervention based on student need. Classroom teachers will deliver strong Tier 1 core instruction for all students and provide Tier 2 targeted support through differentiated and small-group instruction. Paraprofessionals will support the implementation of Tier 1 and Tier 2 instruction by providing focused small-group and one-to-one assistance aligned to teacher direction and student learning goals.</p> <p>Students with more significant academic needs will receive Tier 3 intervention through intensive, targeted support in reading and mathematics. The Intervention Coach (Funded with Title I: \$37,725; LREBG Funds \$45,000, and LCFF S&amp;C: \$12,873) will play a central role in providing out-of-classroom intervention,</p>	\$1,256,022	Y
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supporting implementation of targeted intervention programs, and ensuring that intervention services are aligned to identified student needs. A dedicated intervention block embedded within the instructional day will ensure that students receive timely support without losing access to core instruction.

To strengthen literacy intervention, Puente is investing in a new Benchmark Phonics Intervention curriculum resource, which will be used by the Intervention Coach during out-of-classroom support to address foundational reading needs. Digital intervention platforms, including iXL Mathematics, iXL English Language Arts, Raz-Kids, Rosetta Stone, and Epic!, will also be used to reinforce skills, provide practice tailored to student needs, and address learning gaps across content areas.

### **English Language Arts Interventions**

To strengthen ELA outcomes, Puente is investing in a new Benchmark Phonics Intervention curriculum that will be used by the Intervention Coach during out-of-classroom support. Throughout the year, staff are engaging in strategic professional learning focused on phonics, vocabulary development, and effective reading instruction. After-school tutoring has been refined to better align with classroom instruction and to address documented student learning needs. For newcomer English Learners in grades 3 through 5, Puente facilitated a four-week summer program designed to advance vocabulary and other foundational skills needed for school success, and has increased coaching, peer observations, and planning support for ELD instruction.

### **Mathematics Interventions**

To strengthen mathematics outcomes, Puente revisited and reinforced its schoolwide math instructional model to ensure Math Workshop is implemented consistently across classrooms. The school has reinforced the use of a Cognitively Guided Instruction (CGI) approach to promote conceptual understanding and mathematical reasoning. Additional coaching sessions have been built into the annual calendar to support consistent implementation and to strengthen targeted intervention practices, and after-school tutoring supports have been refined to address math learning needs aligned to core instruction.

### **Coaching and Small-Group Instruction (Tier 2 and Tier 3)**

Teachers receive ongoing coaching focused on Tier 2 and Tier 3 small-group instruction, including planning, delivery, progress monitoring, and instructional adjustments based on student data. Paraprofessionals also receive more intentional support from the Intervention Coach through monthly coaching, weekly lesson-planning sessions, and peer observations, strengthening their

ability to plan and implement small-group instruction aligned to teacher direction and MTSS goals.

**Extended Learning Opportunities**

Puente Charter School will provide expanded learning opportunities to extend academic support beyond the school day. These opportunities will include after-school tutoring, targeted intervention sessions, summer learning opportunities, and structured academic support for students with the greatest needs. The school has fully implemented an expanded tutoring model by increasing the number of after-school tutors and providing structured professional development facilitated by the Intervention Coach. Tutoring will remain aligned to classroom instruction, targeted to needs identified by teachers, and focused on reinforcing priority standards and skills.

In response to family feedback, particularly from families who are not English-speaking and have shared that language barriers make it difficult to support homework completion at home, Puente also established an after-school Homework Hub. This support structure is designed to ensure that students have access to consistent academic assistance beyond the school day. College interns provide homework support under the supervision and guidance of the Community Schools Navigator, allowing students to complete assignments and receive help in a structured, accessible, and supportive environment. This expanded support also strengthens home-school partnership by responding directly to a documented family need.

**Community Schools Partnerships and Wraparound Supports**

This action is aligned with Puente’s Community Schools approach and is intended to ensure that academic intervention is integrated with broader student and family supports. The Community Schools Navigator has expanded partnerships and coordinated services that add capacity to the school’s MTSS framework by increasing access to resources, family supports, and wraparound services. These efforts help address barriers to learning that may affect student academic engagement and performance, while reinforcing equitable access to intervention and support.

The Community Schools Navigator (Coordinator) has expanded Puente's network of partnerships and supports to strengthen services available to students and families. This work adds capacity to the MTSS framework by increasing access to community-based resources and family supports that reduce barriers to learning.

**Progress Monitoring and Continuous Improvement**

Puente Charter School will monitor the effectiveness of academic interventions through regular assessment cycles, structured data review meetings, and ongoing

		<p>analysis of student progress toward academic goals. Student movement across tiers of support will remain fluid and responsive to performance data so that students receive the level of intervention most appropriate to their needs. This continuous improvement process will enable the school to evaluate the effectiveness of interventions, strengthen instructional decision-making, and ensure that resources are directed toward strategies that improve achievement in ELA and mathematics.</p> <p>Through this comprehensive MTSS academic intervention framework, Puente Charter School will continue working to address underperformance, accelerate student growth, and ensure equitable access to effective academic support for all students, with particular attention to student groups that have experienced the greatest needs.</p>		
3	<b>MTSS: SEL, BEHAVIORAL, &amp; MENTAL HEALTH NEEDS</b>	<p>Puente Charter School has made sustained progress on the Chronic Absenteeism Indicator over three consecutive California School Dashboard reporting cycles. On the 2023 Dashboard, Puente received a Red performance level for All Students and for the English Learner (EL), Socioeconomically Disadvantaged (SED), and Hispanic student groups. Chronic absenteeism rates declined the following year, and the 2024 Dashboard reflected Orange performance levels across all reported student groups: All Students at 32.2%, English Learners at 33.3%, Socioeconomically Disadvantaged at 32.2%, Students with Disabilities at 40%, and Hispanic at 31.7%. Rates continued to decline in the following year, and the 2025 California School Dashboard reflects Yellow performance levels for All Students at 18.3%, English Learners at 16.2%, Socioeconomically Disadvantaged at 17.8%, Students with Disabilities at 19%, and Hispanic student group at 17.9%.</p> <p>To sustain this progress, Puente continues to conduct a comprehensive needs assessment and root cause analysis on an annual basis. This ongoing analysis has confirmed that chronic absenteeism requires individualized attention and targeted interventions, and that attendance, social-emotional, behavioral, and mental health needs are interconnected. For this reason, Puente addresses these needs through a unified Multi-Tiered System of Supports (MTSS) approach.</p> <p>Puente Charter School will implement an integrated Multi-Tiered System of Supports (MTSS) to address students' social-emotional, behavioral, mental health, and attendance needs. This action is designed to provide coordinated prevention, early intervention, and intensive support so that students have equitable access to the conditions necessary for consistent attendance, positive behavior, and academic success. This work remains a priority in response to the school's</p>	\$529,742	Y

chronic absenteeism data and the need to strengthen schoolwide systems that support the whole child.

**Attendance and Early Intervention**

Puente Charter School will continue to address chronic absenteeism through a proactive and individualized approach grounded in relationship-building, early identification, and targeted support. Based on needs assessment findings and root cause analysis, the school recognizes that chronic absenteeism requires timely intervention and close partnership with families. Prior to the start of the school year, the leadership team will identify students and families who may be at risk of attendance challenges and will prioritize early outreach, relationship-building, and connection to supports. The school will also administer a Family Attendance Survey during orientation to better understand family perspectives regarding attendance expectations and barriers to regular school attendance.

Once the school year begins, Puente will implement a preventative attendance approach through its MTSS framework. This will include early identification of at-risk students, personalized family communication, individualized intervention through the Student Attendance Review Team (SART), and ongoing analysis of attendance data to refine supports. Teachers will continue contacting families when students are absent using positive, relationship-centered messaging that emphasizes the student was missed and that their presence matters. Classroom-based attendance tracking and student incentives will also be used to reinforce the importance of regular attendance and strengthen student engagement.

**Social-Emotional Learning Supports**

Puente Charter School is committed to strengthening students’ social-emotional development through a coordinated system of universal and targeted supports. The school will continue implementing the Second Step social-emotional learning curriculum, Calm Classroom practices, and restorative justice community circles to promote self-awareness, emotional regulation, positive peer interactions, and a sense of belonging.

The School Counselor (Funded with Title I: \$99,605) will lead monthly classroom lessons aligned to schoolwide social-emotional themes and will facilitate social skills groups for students requiring more intensive Tier 3 support. The Counselor will also support teachers with implementation of the social-emotional learning curriculum and will host regular Coffee with the Counselor sessions to build relationships with families, provide guidance, and connect families to mental health referrals through Care Solace.

To further support student well-being, art therapy activities will be incorporated into the school’s support system. These activities will be facilitated by the School Counselor in collaboration with the Resource Teacher and will take place during

recess and designated class time. This additional support is intended to provide students with constructive opportunities for emotional expression, self-regulation, and connection.

**Art Therapy (New)**

To further support students' overall well-being, art therapy activities will be incorporated into the school day. These sessions will be facilitated by the School Counselor in collaboration with the Resource Teacher and will take place during both recess and designated class time.

**Behavioral Supports and School Climate**

Puente Charter School will continue implementing a structured behavioral support system designed to foster a positive, consistent, and inclusive school climate. The Vice Principal will oversee student discipline, Positive Behavioral Interventions and Supports (PBIS), and school culture initiatives. In partnership with the Vice Principal, the Behavior Interventionist will support teachers in developing and implementing individualized behavior plans, modeling effective classroom strategies, and building staff capacity to respond consistently to student behavior needs.

The Behavior Interventionist will also help strengthen schoolwide practices that promote positive student interactions and address maladaptive or learned behaviors that interfere with school success. This work will include professional development for staff on behavior support strategies, implementation of consistent classroom systems, and activities that engage students, staff, and families in building a culture of respect, belonging, and accountability.

In addition, the Behavior Interventionist will support daily attendance monitoring, facilitate SART meetings, conduct family meetings and home visits as needed, and ensure implementation of the school's attendance policy. For students with Individualized Education Programs (IEPs), the Director of Special Education will facilitate SART meetings to ensure attendance interventions are aligned with students' individualized needs and services.

**Community Schools Coordinator**

The Community Schools Coordinator serves as the foster youth and homeless liaison, connecting families with essential resources and leading parent workshops that support the social-emotional and mental health needs of Puente students and families.

**Role of the Community Schools Navigator**

The Community Schools Navigator plays a central role in cultivating and coordinating these partnerships. The Navigator actively identifies family and

student needs, connects families with individualized resources, and participates in attendance and intervention meetings to ensure that support is timely and responsive. Through this work, the Navigator bridges the gap between school-based services and community resources, strengthening Puente's ability to serve the whole child within the MTSS framework.

**Mental Health and Family Support**

Puente Charter School will continue expanding access to mental health and family support services through a coordinated network of school-based and community-based resources. The Community Schools Navigator serves as the foster youth and homeless liaison and plays a central role in identifying student and family needs, connecting families with individualized resources, and coordinating supports that address barriers to student success. The Navigator also leads parent workshops and participates in attendance and intervention meetings to ensure services are timely, responsive, and aligned to family needs.

This integrated support system is intended to strengthen family trust, improve access to resources, and ensure that students and families receive assistance that supports attendance, well-being, and engagement in school.

**Community Partnerships and Wraparound Services**

To address students' social-emotional, health, and safety needs, Puente Charter School has established and expanded a network of community partnerships aligned with its MTSS framework. These partnerships are fully operational and actively support the school's efforts to provide wraparound services that complement the academic program and promote the well-being of the whole child.

Through the IILA Metro LIFE Program, students receive life skills education and youth development programming that support social-emotional growth and responsible decision-making. The LA Metro Rail Safety Education Program provides safety education related to rail and public transit use, which is particularly relevant for families who rely on public transportation. The American Heart Association supports student wellness through health education and programming that promote physical activity and healthy habits. St. John's Community Health expands access to health services and resources for students and families who may face barriers to care. Breathe SoCal provides respiratory health education and support, including resources for students with asthma and other respiratory conditions. This partnership complements the school's ability to provide individualized supports, such as air purifiers and health-related resources, for students whose medical needs may affect attendance and participation.

		<p>The Community Schools Navigator coordinates these partnerships and helps ensure that services are connected to identified student and family needs. Through this work, Puente strengthens its capacity to provide integrated supports that remove barriers to learning and improve student access to school.</p> <p><b>Framework Alignment</b></p> <p>This action integrates academic, social-emotional, behavioral, and mental health supports within Puente's MTSS framework and is aligned with the California Community Schools Framework to ensure all students have equitable access to the resources needed for success. Additionally, it directly supports the school's goal to reducing chronic absenteeism, strengthening student well-being, and improving student engagement and academic outcomes. By addressing social-emotional, behavioral, health, and mental health needs through an integrated MTSS framework, the school is better positioned to support consistent attendance, foster a positive school climate, and ensure students are ready to fully participate in instruction.</p> <p>Through this comprehensive approach, Puente Charter School will continue to strengthen systems that support the whole child and provide students and families with equitable access to the services, relationships, and interventions necessary for long-term success.</p>		
4	SPECIAL EDUCATION SERVICES	<p>Puente Charter School is committed to providing a high-quality, inclusive special education program that ensures students with disabilities receive the services, accommodations, and instructional supports necessary to make meaningful academic, social, and emotional progress. Through this transition and ongoing program refinement, the school will strengthen systems for compliance, service delivery, staff capacity, and student outcomes.</p> <p><b>Commitment to Student Achievement</b></p> <p>Puente Charter School is dedicated to improving outcomes for students with disabilities by closing achievement gaps and increasing student access to grade-level standards through individualized, evidence-based supports. The school's approach emphasizes targeted intervention, high-quality specially designed instruction, and inclusive practices that enable students to access the general education curriculum to the greatest extent appropriate. Special education services will continue to focus on improving student performance in literacy, mathematics, communication, behavior, and other identified areas of need as determined through the Individualized Education Program (IEP) process.</p> <p><b>Program Enhancements</b></p> <p>For the 2026-27 school year, Puente Charter School will strengthen its special education program through targeted staffing, training, and assessment</p>	\$587,821	N

enhancements. The school will add an additional Behavior Interventionist and a Speech and Language Pathologist to expand service capacity and better support students with identified behavioral and communication needs. Puente will also continue building staff expertise through additional professional development for Behavior Interventionists focused on typical student behaviors observed throughout the school year and effective strategies for prevention, response, and support.

In addition, Puente is implementing the Woodcock-Johnson V as part of its assessment system, and staff training on its administration has already taken place. This investment will strengthen the school's ability to conduct comprehensive evaluations and use more precise assessment information to inform eligibility, instructional planning, and service decisions.

**Collaborative Approach**

The special education team maintains sustained collaboration with related service providers, school administrators, general education teachers, paraprofessionals, and families. This collaborative approach ensures consistent implementation of Individualized Education Programs (IEPs) across all learning environments and maximizes student success through coordinated support systems.

**Data-Driven Practices**

Puente will use ongoing assessment data to monitor student progress, adjust instructional practices, and evaluate program effectiveness. Regular reviews of student achievement data will inform decisions about resource allocation and program improvements so that student outcomes continue to grow.

**IEP Timelines and Compliance Monitoring**

Puente Charter School will maintain clear systems to monitor IEP timelines and ensure compliance with state and federal requirements. At the start of the school year, all student IEPs will be reviewed and the Director of Special Education will develop a master caseload spreadsheet identifying annual review dates, triennial due dates, and required timelines for newly enrolled students with IEPs, including 30-day meetings. The Director of Special Education and Principal will also generate and review the Master Calendar report to verify that IEP meetings and due dates remain compliant throughout the year.

To support proactive planning, IEP meetings will be tentatively scheduled at the beginning of the year, and calendar invitations will be shared with teachers, administrators, and service providers. Families will be notified of IEP meetings approximately two to four weeks in advance through formal written notice and will receive a reminder through ParentSquare the day before the meeting. Present

levels of performance will be requested from teachers two to four weeks prior to each meeting, with clear due dates provided to ensure timely completion of compliant IEP documents.

When a new student with an IEP enrolls, Puente will hold a 30-day IEP meeting and ensure that the administrator, service providers, and general education teacher or teachers are notified and prepared to participate. The school will also run CALPADS Report 16.21 weekly to identify and immediately address any overdue IEPs.

**Delivery and Documentation of Related Services**

Puente Charter School will continue to monitor the delivery of related services through a structured review process. The Director of Special Education and Principal will review the 300L report weekly to verify that service minutes are being provided in accordance with student IEPs. If service minutes are found to be out of compliance, providers will be notified immediately, and corrective action steps will be established.

Service providers will generate weekly Welligent 300L reports to verify accuracy and ensure that service minutes and service notes are current. Providers will enter documentation either daily or weekly, depending on the service model and schedule. Resource services will be supported by clearly developed servicing schedules that are shared with teachers and administrators, and service providers will submit their schedules at the beginning of the school year to support coordination across instructional settings. Once signed parent consent is received, providers will be notified promptly so caseloads and service schedules can be updated in alignment with the IEP.

**Implementation of Accommodations and Modifications**

Puente has established clear procedures to ensure accommodations and modifications are understood and implemented consistently. When new students with IEPs enroll, the school creates a student "snapshot" and holds a coordination meeting with the general education teacher, special education paraprofessional, Director of Special Education, and an administrator to review services, accommodations, and implementation expectations. Snapshots are updated after IEP meetings and stored in an accessible Google Folder for staff. Following updates, teachers receive an email notification summarizing changes so that implementation remains timely.

The Director of Special Education meets weekly with general education teachers to review updated snapshots, upcoming IEP meetings, present levels development, and service needs. These meetings also include review of lesson plans and assignments to confirm accommodations are embedded in instruction and student work products. At the beginning of the school year, the Director of

		<p>Special Education, special education paraprofessional, and Behavior Interventionist meet individually with each general education teacher to review IEP snapshots and Behavior Intervention Plans (BIPs). During these meetings, each accommodation is reviewed and concrete implementation examples are provided. To verify implementation in practice, the Director of Special Education conducts classroom observations to confirm that students receive accommodations during instruction, that teachers implement accommodations during small-group instruction, that teachers prompt and model accommodation use as needed, and that students demonstrate familiarity with their supports.</p> <p><b>Collaborative Service Model</b>  Puente Charter School’s special education program is grounded in ongoing collaboration among special education staff, related service providers, administrators, general education teachers, paraprofessionals, and families. This collaborative approach is intended to ensure that IEPs are implemented consistently, services are coordinated across settings, and student supports remain aligned to individual needs. The school will continue strengthening inclusive practices, including co-planning, co-support, and coordination between special education and general education personnel so that students with disabilities can access high-quality instruction and appropriate interventions in the least restrictive environment.</p> <p><b>Data-Driven Improvement and Program Effectiveness</b>  Puente Charter School will use ongoing assessment data, service implementation data, and student progress monitoring information to evaluate the effectiveness of its special education program and make adjustments as needed. Student achievement data, progress toward IEP goals, service delivery records, classroom observation findings, and evaluation results will inform decisions regarding instructional practices, staffing, and resource allocation. Through these systems, the school will continue refining its special education program to improve outcomes and ensure that services remain responsive, compliant, and effective.</p>		
5	<b>EL/ELD SUPPORT SERVICES</b>	<p>According to the 2025 California School Dashboard, English Learners at Puente Charter School underperformed compared to the state average on academic indicators. During the 2023-24 and 2024-25 school years, Puente also welcomed an increased number of newcomer students in grades 3 through 5, who are defined as students new to the United States within the past 24 months and who require intensive support to develop English proficiency and access grade-level content. Together, these data points reinforced the need to strengthen and expand services for English Learners across the school. This action describes Puente's comprehensive approach to supporting English Learners with language</p>	\$28,000	Y

acquisition, reclassification, and access to grade-level content through the 2026-27 school year.

**English Language Development Instructional Block**

English Language Development remains a primary area of focus at Puente. The designated ELD instructional block has been restructured to include more intentional lessons and activities designed to accelerate language acquisition, and this restructured block will continue in 2026-27. Teachers will implement both designated and integrated ELD for all English Learners. Monitoring and support for ELD instruction have increased significantly through more frequent professional development sessions, in-classroom coaching, and collaborative planning support dedicated to strengthening ELD practices across all grade levels.

**ELPAC Preparation and Small-Group Instruction**

To prepare English Learners for the English Language Proficiency Assessments for California (ELPAC), the Vice Principal provides targeted, small-group instruction that works directly with students to build the academic language and test-taking skills necessary for success on the assessment. This small-group support ensures that students receive individualized preparation aligned with their current proficiency levels. Teachers will also administer the Interim ELPAC assessment tool during the year to familiarize English Learners with the assessment format and reduce testing anxiety.

**Newcomer Support Programs**

Puente will continue to offer a four-week summer program for newcomer students, using the Rosetta Stone language program to accelerate English language development and help students build the vocabulary and foundational skills necessary for academic success. Benchmark Phonics instruction with one-to-one paraprofessional support will continue to strengthen foundational literacy skills for English Learners throughout the school year.

Beyond the summer program, English Learner intervention continues daily through the after-school Expanded Learning Opportunities Program (ELOP). After-school tutoring has been refined to better serve English Learners by aligning tutoring with core-day instructional approaches and addressing the specific language development needs identified by each student's classroom teacher.

**Targeted Intervention and Reclassification Focus**

The Intervention Coach will provide targeted, tiered academic support to address language acquisition needs for English Learners through small-group instruction designed to improve performance on both the CAASPP and Summative ELPAC assessments, and ultimately to increase reclassification rates. The Intervention

Coach will also deliver professional training for teachers and paraprofessionals on evidence-based pedagogical strategies that support the diverse language learning needs of English Learners.

**Professional Development**

Puente will continue to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators. Professional development focuses on academic content standards and evidence-based pedagogical strategies so that the diverse learning needs of students are met and barriers to learning are addressed. The year-long professional development plan has been revised to ensure that English Language Development, mathematics, and social-emotional support remain at the forefront of Puente's professional learning priorities.

Professional development specific to ELD includes increased coaching cycles, structured peer observations, and dedicated collaborative planning time for teachers to design and refine ELD lessons. These targeted sessions build instructional capacity across the teaching team. The school leadership team also participates in leadership development sessions that strengthen their ability to support and monitor ELD implementation schoolwide.

**Monitoring and Data-Informed Adjustments**

Student progress is monitored continuously through Panorama Education and NWEA MAP data, with regular progress monitoring used to track English Learner growth toward language proficiency benchmarks. Data from multiple sources, including ELPAC, Interim ELPAC, NWEA MAP, and classroom formative assessments, will be analyzed to adjust instructional approaches and ensure that appropriate support services are provided to meet the unique needs of each English Learner.

**Planned Improvements for 2026-27**

For the 2026-27 school year, Puente will continue to respond to the two challenges identified in the prior-year implementation review. First, to address newcomer family participation in the summer program, Puente will implement earlier outreach to families of newcomer students, host family information sessions that explain the purpose and design of the summer program, and work to identify and reduce participation barriers such as transportation and scheduling conflicts. Second, to address the sustained demand for intensive language development support created by the growing newcomer population in grades 3 through 5, Puente will continue to refine its upper-elementary newcomer support model so that students who arrive with limited or no English proficiency receive the individualized, sustained intervention required to access grade-level content

		<p>while developing English proficiency. These refinements will build on the coordinated structure already in place across the designated ELD block, daily ELOP intervention, ELPAC preparation, Benchmark Phonics with paraprofessional support, and summer program offerings.</p> <p><b>Framework Alignment</b></p> <p>This action aligns with the California Community Schools Framework and with Puente's broader MTSS approach, ensuring that English Learners have equitable access to the academic, social-emotional, behavioral, and health supports described across Puente's LCAP actions. Student data captured in Panorama Education enables consistent cross-action analysis so that English Learner needs are addressed through a unified whole-child approach.</p>		
6	<b>BROAD COURSE OF STUDY</b>	<p>Puente Charter School is committed to providing all students with a well-rounded educational experience that extends beyond the core academic subjects of English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Puente's enrichment program is designed to develop the whole child through meaningful exposure to the arts and other enrichment opportunities.</p> <p><b>Current Implementation</b></p> <p>Students in grades TK through 5 currently participate in weekly music and dance programming as part of the school's enrichment offerings. These programs are delivered consistently throughout the school year, and all students have equitable access to participation. Program quality is regularly evaluated to ensure that enrichment experiences are meaningful and aligned with Puente's commitment to developing the whole child.</p> <p>Theater and visual arts programming has not been incorporated during the current academic year. The original enrichment plan included these components, but they were not implemented this year due to a strategic reallocation of instructional time. This is the primary reason this action is classified as partially implemented.</p> <p><b>Arts Education Program for 2026-27</b></p> <p>For the 2026-27 school year, Puente will implement a structured arts education program that includes age-appropriate instruction across multiple artistic disciplines. All students in grades TK through 5 will continue to receive weekly music instruction focused on developing musical literacy, performance skills, and appreciation of diverse musical traditions. Students in grades TK through 2 will participate in theater arts education that fosters creative expression, collaboration, and communication skills through dramatic play and performance. Students in grades 3 through 5 will engage in visual arts education that develops technical</p>	\$127,558	N

		<p>skills, aesthetic awareness, and creative problem-solving through various media and techniques.</p> <p><b>Integration and Application</b></p> <p>These enrichment subjects will be integrated with core academic content when appropriate to reinforce learning across disciplines. Arts education will incorporate culturally responsive teaching practices that honor and celebrate the diverse cultural backgrounds of Puente's student population.</p> <p><b>Equitable Access</b></p> <p>Puente Charter School ensures that all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and other historically underserved populations, have full access to this broad course of study. Modifications and accommodations will be provided as needed to support participation and achievement for all learners.</p> <p><b>Program Assessment</b></p> <p>The effectiveness of Puente's broad course of study will be regularly evaluated through student engagement metrics, showcase opportunities, and alignment with California content standards for the arts. Feedback from students, families, and staff will inform ongoing program refinements to maximize educational impact.</p> <p><b>Purpose and Student Outcomes</b></p> <p>Through this comprehensive approach to curriculum, Puente Charter School strives to develop well-rounded students who possess both academic knowledge and creative capabilities that prepare them for future success.</p>		
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# Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Puente Charter School developed this goal in response to evidence from the 2025 California School Dashboard and from Puente's internal data analysis indicating that sustained, high-quality professional learning is essential to improving student outcomes. The 2025 Dashboard reflected an Orange performance level for ELA and Mathematics for All Students and for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups, and a decline in the English Learner Progress Indicator from a Blue performance level in 2023 to Orange in 2025. At the same time, the data showed that more than 70% of Puente students improved their ELA score and approximately 54% improved their math score compared to the prior year, evidence that Puente's instructional design is moving students forward but that deeper instructional capacity is needed to accelerate growth and close achievement gaps. These findings affirm that strengthening teacher and staff practice is the most direct lever Puente has for improving student outcomes across academic, language, and social-emotional indicators.

**Connection to Student Outcomes:** This goal recognizes that the quality of classroom instruction is the single most important school-based factor influencing student learning. Research and Puente's own implementation experience consistently show that students perform better when teachers have deep content knowledge, strong pedagogical skills, and the ability to differentiate instruction for diverse learners. Puente's progress on key indicators, including the multi-year reduction in chronic absenteeism and the year-over-year academic growth reflected in the Dashboard, has been supported by sustained investment in coaching, professional development, and collaborative planning time. Continuing and deepening this investment is essential to sustaining current progress and accelerating gains for the student groups most in need of additional support.

**Framework Alignment:** The goal aligns with Puente's implementation of the Multi-Tiered System of Supports (MTSS) framework and the California Community Schools Framework. Both frameworks require schools to build staff capacity for delivering high-quality core instruction, evidence-based intervention, and culturally responsive teaching that addresses the academic, social-emotional, behavioral, and mental health needs of all students. Puente's MTSS implementation depends on educators who can deliver effective Tier 1 instruction, identify students needing Tier 2 or Tier 3 support, and adjust their practice based on student data. Puente's Community Schools work depends on staff who can partner with families and community organizations to address barriers to learning. Both frameworks position professional learning as a foundational investment, not an optional add-on.

**Responding to Identified Needs:** The goal is also informed by specific instructional needs identified through Puente's annual needs assessment and through educational partner feedback gathered during the 2025-26 LCAP engagement process. School leadership and the teaching team have identified the need to deepen instructional practice in foundational literacy, including phonics, vocabulary, and the art of teaching reading. The mathematics team has identified the need to strengthen consistent implementation of Math Workshop and the Cognitively Guided Instruction (CGI) approach. The English Language Development team has identified the need for increased coaching, peer observations, and collaborative planning to support designated and integrated ELD

across all grade levels. Special education and behavioral support teams have identified the need for ongoing professional learning on IEP implementation, accommodations, co-teaching models, and de-escalation strategies. Educators have also affirmed the value of continued accountability for adopted instructional approaches through classroom observations and coaching cycles. This goal is designed to ensure that professional learning is intentionally aligned with these identified needs rather than designed as general training.

**Planned Professional Learning Structures and Outcomes:** Through this goal, Puente will continue to provide structured professional learning across multiple formats, including 10 days of intensive summer professional learning, 5 additional non-instructional planning days, weekly professional development sessions, ongoing instructional coaching, classroom observations, lead instructional labs, model lessons, feedback cycles, and peer observations. Professional learning content will prioritize California's academic content standards, evidence-based pedagogical strategies, ELD instruction, mathematics instruction, social-emotional learning, special education compliance and inclusive practice, and behavioral support. The expected outcomes of this sustained investment include strengthened teacher capacity and retention, improved instructional consistency across classrooms, accelerated student growth on academic and language proficiency indicators, and reduced barriers to learning for Puente's student population.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: <a href="#">CDE TAMO</a>	2021-22: 81.8%	2022-23: 84.6%	2023-24: 100%	2024-25: 92.3%	+18.2%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase;	<u>2023-24</u> ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: NA	<u>2024-25</u> ELA: 5 ELD: 5 Math: 4 Social Science: 4 Science: 4 CTE: NA	<u>2025-26:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE:N/A	<u>2026-27:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: N/A	ELA: 0 ELD: +1 Math: 0 Social Science: 0 Science: -1 CTE:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability  Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)	Health: 3 PE: 4 VAPA: 4 World Language: NA	Health: 3 PE: 5 VAPA: 4 World Language: NA	Health: 3 PE: 5 VAPA: 4 World Language: NA	Health: 4 PE: 5 VAPA: 4 World Language: NA	Health: 0 PE: +1 VAPA: 0 World Language: NA

## Goal Analysis for 2025-26

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

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

**Action 1:** This action was fully implemented. Puente Charter School employed a dedicated principal and a full instructional team to deliver a rigorous academic program for students in grades TK–5. All teachers are appropriately credentialed and properly assigned to teach the core curriculum areas of English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Standards-aligned curriculum implementation and intentional, job-embedded professional learning continued throughout the year to support consistent, high-quality instruction across classrooms.

**Extended Learning Time:** Puente has fully implemented an extended school year, providing 180 instructional days, which exceeds California’s 175-day minimum requirement for charter schools. This extended learning time supports increased access to instruction and continued academic growth for all students.

**Professional Development and Continuous Improvement:** All instructional staff participated in a comprehensive professional learning plan that included 10 days of intensive summer professional development, five additional non-instructional planning days, and weekly professional development sessions during the school year. Professional learning remained focused on strengthening standards-based instruction, improving instructional practice, and supporting continuous improvement across the TK–5 program.

**Challenges Identified:** One lead teacher transitioned in December, requiring the school to quickly pivot to fill the vacancy and maintain instructional continuity.

**Action 2:** This action was fully implemented. Puente Charter School delivered a targeted, yearlong professional learning program informed by a comprehensive needs assessment, classroom observations, and teacher feedback. Professional development was designed to strengthen instructional practice,

build staff capacity across roles, and improve student outcomes through sustained training, coaching, observations, lab-classroom learning, feedback cycles, and peer observation opportunities.

**Focus Areas Implemented:** Puente implemented professional learning across four focus areas. **Curriculum and Instruction** sessions strengthened culturally relevant curriculum and instruction, foundational literacy and mathematics skills, Health Standards implementation, consistent use of the Eureka<sup>2</sup> Math curriculum, and differentiated instructional strategies in ELA and math. **Special Education** professional learning has built staff understanding of IDEA and FAPE requirements, appropriate use of accommodations and modifications, co-teaching models, and accurate interpretation and implementation of IEPs. **Student Support** training addressed non-violent crisis intervention techniques, implementation of behavior intervention plans, social-emotional learning, PBIS practices, and strategies to strengthen designated and integrated ELD. **Health and Safety** professional learning ensured staff preparedness through CPR certification, active shooter protocols, and comprehensive emergency response procedures.

In addition to these core areas, Puente revised its yearlong professional development plan to keep mathematics, ELD, and social-emotional supports at the forefront of staff learning. The school leadership team also participated in leadership development sessions to strengthen coherence, implementation, and instructional leadership across the program.

**Implementation Highlights:** Puente strengthened math instruction by prioritizing a Cognitively Guided Instruction (CGI) approach. Teachers received additional training and ongoing support to reinforce a consistent math structure that increases opportunities for critical thinking, discourse, and collaboration. Puente also strengthened the intervention model delivered by paraprofessionals. Paraprofessionals received strategic support from the Intervention Coach through monthly coaching, weekly lesson planning sessions, and peer observations to improve the quality and consistency of small-group instruction delivered throughout the school day.

**Challenges Identified:** No challenges were identified. The professional development plan was implemented as designed, and the planned training and support structures occurred consistently throughout the year.

**Successes Identified:** All professional development focus topics were addressed at least once during the school year, and staff capacity was strengthened through a coherent system that combined training with job-embedded support. Successes include increased consistency in standards-aligned instruction, stronger use of CGI practices in math, improved staff understanding of special education compliance and IEP implementation, and strengthened student support practices aligned to PBIS, SEL, and ELD. The additional coaching and planning support for paraprofessionals was also a key success, improving alignment between intervention supports and core classroom instruction.

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Action 3: This action was fully implemented. Puente Charter School provided all students with access to standards-aligned curriculum and instructional materials across all disciplines. The school conducted inventory reviews and ensured materials were available as needed, including student consumables, so that every student had equitable access to high-quality print and digital resources that support rigorous instruction and content mastery.

During implementation, the school monitored how instructional materials were being used in classrooms and noted that teachers were relying heavily on online platforms. In response, Puente implemented a schoolwide expectation to limit daily screen time to approximately 15–20 minutes to ensure digital tools supplement, rather than replace, direct instruction and meaningful student learning experiences.

**Challenges Identified:** A key challenge was balancing the instructional benefits of online platforms with appropriate screen-time limits. Establishing consistent expectations required schoolwide alignment so that students continued to benefit from digital practice while maintaining a healthy balance of instructional approaches.

**Successes Identified:** Students consistently used IXL to support standards-based practice in mathematics, English language arts, and science. The combination of consumables and digital tools provided multiple access points to content, supported differentiation, and improved consistency of student practice across

classrooms.

Action 4: This action was fully implemented. Puente Charter School ensured equitable access to technology resources that support student learning by maintaining a sufficient inventory of student devices and ensuring consistent access to digital curricular and instructional materials. The school provided ongoing IT technical support to maintain device functionality and respond to user technical needs, and it maintained required subscriptions for educational software and virtual meeting platforms to expand learning opportunities and support school operations.

**Instructional Technology and ISTE Alignment:** All classrooms were equipped with interactive SMART Boards to support engaging, technology-enhanced instruction across grade levels. Teachers received training and actively used SMART Board features to strengthen instruction, increase student engagement, and support diverse learning styles. Staff also incorporated other instructional technology tools, including AI-supported tools where appropriate, and consistently connected technology use to the International Society for Technology in Education (ISTE) Standards to guide purposeful, effective integration that builds student digital literacy.

**Challenges Identified:** A primary challenge was maintaining reliable connectivity and consistent performance as technology use increased across classrooms and grade levels. Ensuring stable access required ongoing attention to infrastructure and timely troubleshooting to minimize instructional disruption.

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.

For the actions under Goal 2, there were no material differences between the budgeted expenditures and the estimated actual expenditures during the 2025-26 school year. All planned actions and services under Goal 1 were implemented as budgeted, and expenditures aligned with the planned amounts identified in the 2025-26 LCAP. No material differences were identified that would require explanation.

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

Action 1: Puente has successfully maintained full staffing and achieved 100% credentialing and appropriate assignment of teachers. The school also achieved a strong retention outcome, with a 100% retention rate from 2024–25 to 2025–26 (aside from the December transition). Staff provided positive feedback on professional development opportunities, and the standards-aligned curriculum was implemented consistently across classrooms.

Action 2: This action has been highly effective in strengthening instructional practice and building collective teacher efficacy. Effectiveness is reflected in more consistent implementation of Eureka<sup>2</sup> Math and CGI instructional routines, stronger differentiation and targeted intervention practices in ELA and math, improved consistency in accommodations and IEP implementation, and increased staff readiness to implement behavior supports and safety procedures with fidelity.

Action 3: This action has been effective in ensuring equitable access to standards-aligned instructional resources while promoting an appropriate balance between print-based learning and targeted digital practice. The adoption of clear screen-time expectations strengthened implementation coherence and ensured online platforms were used intentionally to support, extend, and reinforce core instruction.

Action 4: This action has been effective. A key success was the installation of additional routers throughout the school, which strengthened wireless coverage and improved connectivity for students and staff. Teacher capacity also increased as staff applied training to use SMART Board features more effectively and aligned technology integration to ISTE standards, resulting in more consistent and intentional use of instructional technology across classrooms.

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.

Puente Charter School develops an annual LCAP each year as part of its data-driven decision-making. Target outcomes are revised annually to ensure program effectiveness and fidelity to Puente's educational program.

For LCAP Goal 2, no changes were made to the goal itself, the metrics associated with the goal, or the target outcomes for the 2026-27 plan year. Based on reflections from prior-year implementation and on current enrollment data, the following change was made to Goal 2 actions for the 2026-27 school year.

In response to an increase in student enrollment, Puente will add an additional Transitional Kindergarten (TK) classroom for the 2026-27 school year. This expansion will increase access to early learning opportunities for Puente families and will support the school's commitment to serving the youngest learners in the Boyle Heights and East Los Angeles community. To support the new TK classroom, Puente will also purchase classroom furniture and technology devices appropriate for TK students. These additions will ensure that the new classroom is fully equipped at the start of the school year and that TK students have access to the same quality of learning environment and instructional resources currently available in Puente's existing TK classroom.

No other changes were made to Goal 2 actions, target outcomes, or metrics for the 2026-27 LCAP.

**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	<b>CORE EDUCATIONAL PROGRAM: EDUCATORS</b>	<p>Puente Charter School will employ a dedicated principal and appropriately credentialed teachers to deliver a rigorous, standards-aligned instructional program for students in Transitional Kindergarten through Grade 5. All teachers will hold the credentials and authorizations necessary to teach the school's core academic program, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education.</p> <p><b>Staffing and Instructional Program</b> Puente Charter School is committed to ensuring that students are served by qualified educators who are prepared to implement high-quality instruction and support student achievement. Teachers will deliver standards-aligned curriculum, use ongoing assessment to monitor student progress, and adjust instruction to respond to student learning needs. Through this work, the school will provide a strong educational foundation that promotes academic growth and prepares students for continued success.</p>	\$1,459,442	Y

		<p>For the 2026-27 school year, Puente will add an additional Transitional Kindergarten classroom to support enrollment and ensure that young learners have access to a developmentally appropriate instructional environment staffed by qualified educators.</p> <p><b>Instructional Time</b> Puente Charter School will provide an extended school year and school day to maximize instructional time and student learning opportunities. The school will operate for 180 instructional days, which exceeds California’s minimum annual instructional day requirement of 175 days.</p> <p><b>Professional Learning and Continuous Improvement</b> To support instructional quality and continuous improvement, all instructional staff will participate in a comprehensive professional learning program. This will include 10 days of intensive summer professional development, five additional non-instructional planning days, and weekly professional development sessions throughout the academic year. These professional learning opportunities are intended to strengthen instructional practice, support effective implementation of curriculum and assessment systems, and ensure that educators are equipped to meet the diverse academic needs of all students.</p> <p><b>Commitment to High-Quality Instruction</b> Through qualified staffing, expanded instructional time, and ongoing professional learning, Puente Charter School will maintain a strong core educational program that supports high-quality teaching and learning for all students.</p>		
2	PROFESSIONAL LEARNING	<p>Puente Charter School will strengthen teacher capacity, expertise, and retention through robust professional learning opportunities, including instructional coaching, classroom observations, lead instructional labs, model lessons, feedback cycles, and peer observations. Taken together, these structures build collective teacher efficacy, improve instructional practice, and ultimately enhance student outcomes across all demographic groups.</p> <p><b>Extended Learning Structure</b> All teachers and instructional support staff will participate in 10 days of intensive summer professional learning, 5 additional non-instructional planning days, and weekly professional development sessions throughout the academic year. This sustained calendar ensures that professional learning is continuous rather than episodic and that teachers have protected time to translate learning into classroom practice.</p> <p><b>Focus Areas</b></p>	\$120,000	N

		<p>Professional development priorities are identified through a comprehensive needs assessment, classroom observations, and teacher feedback. For the plan year, professional development will address the following areas:</p> <ol style="list-style-type: none"> <li>1. <b>Curriculum and Instruction:</b> culturally relevant curriculum, foundational literacy and math skills, Health Standards implementation, Eureka<sup>2</sup> Math curriculum, and differentiated instruction strategies for ELA and Math.</li> <li>2. <b>Special Education:</b> IDEA and FAPE requirements, accommodations and modifications, co-teaching models, and IEP interpretation and implementation.</li> <li>3. <b>Student Support:</b> non-violent crisis intervention techniques, behavior intervention plans, social-emotional learning, Positive Behavioral Interventions and Supports (PBIS), and strategies to improve designated and integrated ELD.</li> <li>4. <b>Health and Safety:</b> CPR certification, active shooter protocols, and comprehensive emergency response procedures.</li> </ol> <p><b>Reading and Math Workshop</b></p> <p>Additional professional learning will be provided to deepen implementation of Reading Workshop and Math Workshop across classrooms. These sessions will strengthen instructional consistency, support small-group differentiation, and reinforce the workshop structures already in place schoolwide.</p> <p><b>Mathematics Instruction and CGI</b></p> <p>Puente has strengthened math instruction by prioritizing a Cognitively Guided Instruction (CGI) approach, which emphasizes conceptual understanding and student mathematical reasoning. Ongoing professional learning will continue to support consistent CGI implementation across classrooms and will align with the coaching and intervention supports described in Puente's MTSS action.</p> <p><b>Outcome Focus</b></p> <p>This targeted professional learning program is designed to build collective teacher efficacy, improve instructional practice, and enhance student outcomes across all student groups, including those identified in the 2025 California School Dashboard as needing additional support in ELA and Math.</p>		
3	<b>CORE CURRICULAR NEEDS</b>	Puente Charter School will provide all students with access to standards-aligned curriculum and instructional materials across all disciplines. This commitment ensures that all students, including those with diverse learning needs, have	\$58,000	N

		<p>equitable access to high-quality print and digital learning resources that support rigorous instruction and content mastery.</p> <p><b>Annual Inventory and Replenishment</b></p> <p>Puente will conduct annual inventory assessments of instructional materials and will purchase new and replacement materials as needed, including consumables for student use. This ongoing inventory process ensures that classrooms are fully resourced at the start of each school year and that materials remain current, sufficient, and aligned with adopted curricula throughout the year.</p> <p><b>Program Expansion for 2026-27</b></p> <p>To support the additional Transitional Kindergarten (TK) classroom that Puente will add for the 2026-27 school year, curricular needs will include instructional materials, consumables, and learning resources appropriate for TK students. These materials will be aligned with California's TK program standards and with the materials already in use in Puente's existing TK classroom so that all TK students receive a consistent, high-quality early learning experience.</p> <p><b>Equitable Access</b></p> <p>All curricular and instructional materials will be made available to every student, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, with accommodations and modifications provided as needed to support full participation and achievement.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>Puente Charter School will ensure that all students have equitable access to the technology resources necessary to participate fully in instruction and access digital learning materials. The school will maintain a sufficient inventory of student devices so that all students can engage with digital curriculum, online assessments, and instructional applications that support learning across content areas.</p> <p><b>Technology Infrastructure and Technical Support</b></p> <p>To ensure reliable access to instructional technology, Puente Charter School will provide ongoing information technology support to maintain device functionality, troubleshoot technical issues, and support staff and students in the effective use of technology. The school will also maintain subscriptions for essential virtual meeting platforms, instructional software, and other digital tools that enhance classroom instruction, communication, and access to learning.</p>	\$118,128	N

	<p>For the 2026-27 school year, Puente Charter School will purchase additional laptops to replace outdated or nonfunctioning devices and sustain adequate student access to technology.</p> <p><b>Classroom Technology and Instructional Integration</b>  All classrooms at Puente Charter School are equipped with interactive SMART Boards to support engaging, technology-enhanced instruction across grade levels. Teachers will continue using SMART Board features and other instructional technology tools to strengthen instruction, increase student engagement, and support diverse learning styles. Where appropriate, staff will also incorporate artificial intelligence-supported tools to enhance teaching and learning in ways that are purposeful and instructionally relevant.</p> <p><b>Digital Literacy and ISTE Alignment</b>  Puente Charter School will continue aligning instructional technology use to the International Society for Technology in Education (ISTE) Standards to support effective integration of technology into teaching and learning. Teachers will use these standards to guide purposeful technology use that strengthens student digital literacy, supports critical thinking and creativity, and prepares students to use technology responsibly and effectively.</p> <p><b>Purpose of the Action</b>  This action is intended to ensure that all students have consistent access to technology, digital learning tools, and technology-enhanced instruction so that technology serves as a support for equitable access, student engagement, and academic success.</p>		
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# Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Puente Charter School developed this goal in response to evidence from multiple sources indicating that authentic family engagement is essential to student success, particularly for the Boyle Heights and East Los Angeles community Puente serves. Puente's student population is 99% Hispanic, 82% Socioeconomically Disadvantaged, and 19% English Learners, with many families speaking Spanish as their primary home language. For this community, the traditional one-way model of school-to-home communication has historically created barriers to full family participation. Educational partner feedback gathered during the 2025-26 LCAP engagement process repeatedly affirmed that families want to support their children's learning but face barriers, including language, work schedules, and unfamiliarity with school systems, that make full engagement difficult. Non-English-speaking parents specifically shared that they want to support their children with homework, classroom learning, and academic decisions, but often lack the tools and information they need to do so effectively.

**Connection to Student Outcomes:** This goal also responds to the recognition that family engagement is not separate from academic achievement. Research and Puente's own implementation experience have shown that students whose families are engaged as partners in their education attend school more consistently, perform better academically, and demonstrate stronger social-emotional outcomes. Puente's progress on chronic absenteeism, which has declined across three consecutive Dashboard cycles from a Red performance level in 2023 to Yellow in 2025, has been supported in part by intentional family engagement and outreach. Sustaining this progress requires continued investment in the partnerships, structures, and culture of trust that bring families into the school as full partners.

**Framework Alignment:** The goal is anchored in the California Community Schools Framework, of which Puente is an implementation grant recipient. The Family and Community Engagement pillar of this framework calls on schools to build genuine, reciprocal relationships with families and to create structures that ensure all families, including those from historically underserved communities, can participate meaningfully in their children's education. Puente's selection for Cohort VI of the Community Engagement Initiative (CEI) further reinforces the school's commitment to identifying and addressing problems of practice in family engagement, and to developing improvement plans grounded in stakeholder voice.

**Culturally Responsive Approach:** The goal is also informed by Puente's strategic decision to anchor family engagement in culturally responsive community partnerships. Because the Puente community has deep cultural roots and shared experiences as immigrant, working-class, and predominantly Spanish-speaking families, family engagement work cannot be designed as a one-size-fits-all program. Engagement structures must honor families' cultural strengths, accommodate their language preferences, and connect families to community-based partners that share their experiences and values. This approach reflects

what Puente has learned through its work with families: trust is built when families are treated as experts on their own children and when the school commits to listening, responding, and partnering with families over time.

**Planned Engagement Structures and Outcomes:** Through this goal, Puente will continue to provide learning opportunities for families, including parenting classes, family workshops on student health and wellness, and informational sessions that build family capacity to support student learning at home. The school will also continue to refine structures that ensure authentic family engagement, including the work of the Community Schools Navigator, monthly Coffee with the Principal sessions, the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), and family-facing events such as monthly Family Nights and student-led conferences. These structures, combined with culturally responsive community partnerships, are designed to create a culture of trust that re-engages families, strengthens home-school collaboration, and ultimately improves outcomes for all students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: <a href="#">SARC</a>	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	No difference
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; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a> .	<u>2023-24:</u> 9. 4 10. 5 11. 5 12. 4	<u>2024-25:</u> 9. 5 10. 5 11. 5 12. 5	<u>2025-26:</u> 9. 5 10. 5 11. 5 12. 5	<u>2026-27:</u> 9. 5 10. 5 11. 5 12. 5	9. +1 10. 0 11. 0 12. +1
18	Parent participation in programs for UP & SWD. (Questions 1-4)	<u>2023-24:</u> 1. 5 2. 5 3. 4 4. 5	<u>2024-25:</u> 1. 4 2. 4 3. 4 4. 4	<u>2025-26:</u> 1. 5 2. 5 3. 4 4. 4	<u>2026-27:</u> 1. 5 2. 5 3. 4 4. 5	1. 0 2. 0 3. 0 4. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p><u>Rating Scale:</u>            1 - Exploration &amp; Research Phase;            2 – Beginning Development;            3 – Initial Implementation;            4 – Full Implementation;            5 - Full Implementation &amp; Sustainability</p> <p>Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a></p>					
19	<p>Other Local Measure - Student Survey: Sense of safety &amp; school connectedness</p> <p>Source: Panorama</p>	<p><u>2023-24:</u>            100% Sense of Safety            100% School connectedness</p>	<p><u>2024-25:</u>            98% Sense of Safety            94% School Connectedness</p>	<p><u>2025-26:</u>            98% Sense of Safety            99% School Connectedness</p>	<p><u>2026-27:</u>            &gt;90% Sense of Safety            &gt;90% School Connectedness</p>	<p>-2% Sense of Safety            -1% School Connectedness</p>
20	<p>Other Local Measure - Parent Survey: Sense of safety &amp; school connectedness.</p> <p>Source: Needs Assessment Survey</p>	<p><u>2023-24:</u>            97% Sense of Safety            96% School connectedness</p>	<p><u>2024-25:</u>            100% Sense of Safety            99% School Connectedness</p>	<p><u>2025-26:</u>            97% Sense of Safety            99% School Connectedness</p>	<p><u>2026-27:</u>            &gt;90% Sense of Safety            &gt;90% School Connectedness</p>	<p>0% Sense of Safety            +3% School Connectedness</p>
21	<p>Other Local Measure - Staff Survey: Sense of safety &amp; school connectedness</p> <p>Source: Panorama</p>	<p><u>2023-24:</u>            92% Sense of Safety            92% School connectedness</p>	<p><u>2024-25:</u>            95% Sense of Safety            95% School Connectedness</p>	<p><u>2025-26:</u>            96% Sense of Safety            95% School Connectedness</p>	<p><u>2026-27:</u>            &gt;90% Sense of Safety            &gt;90% School Connectedness</p>	<p>+4% Sense of Safety            +3% School Connectedness</p>

# Goal Analysis for 2025-26

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

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

Action 1: Puente Charter School maintains a comprehensive approach to school safety, positive climate, and student well-being. This action encompasses the School Safety Plan, bullying prevention, campus supervision, climate initiatives, student health services, and nutrition services. All components are fully implemented.

### School Safety and Bullying Prevention

Puente maintains a comprehensive School Safety Plan that is reviewed and revised annually with input from its educational partners. A Bullying Prevention Plan is incorporated into the safety framework, and the school consistently implements a behavior plan focused on preventing bullying and maintaining a safe, respectful environment. Security guards and campus aides provide additional supervision throughout the school day in direct response to feedback from educational partners.

**School Climate:** Puente fosters a positive school climate through monthly recognition assemblies, student-led conferences held twice a year, and field trips available to all grade levels. Parents consistently provide positive feedback on student-led conferences, reflecting the value these events bring to school-home partnerships. A school climate survey is administered in February to gather feedback from students, families, and staff and to inform ongoing improvement efforts.

**Health and Nutrition Services:** Puente provides health services to remove barriers to learning. Vision screenings were conducted in October, with comprehensive eye exams and glasses distribution for qualifying students scheduled for February. Breakfast and lunch are provided to all students at no cost, ensuring reliable access to nutritious meals throughout the school day.

**Challenges Identified - Family Participation in Health Services.** Despite ongoing communication, not all families have completed the required forms for their children to benefit from the no-cost vision and dental exam services. Puente continues to conduct personal outreach and is exploring strategies such as family information sessions and simplified enrollment processes to increase participation.

**Successes Identified:** The school’s improved chronic absenteeism rate—decreasing from 32.2% in 2024 to 18.3% in 2025—indicates that students are excited to attend school daily. The combination of recognition, engagement opportunities, and a safe and supportive environment has strengthened students’ sense of belonging and motivation to be present.

Students have shown increased engagement and enthusiasm for attending school, supported by improved chronic absenteeism. Puente also increased meal access substantially, with approximately 3,000 additional student meals ordered during the fall semester (breakfast and lunch). This increase reflects both strong implementation of universal meal access and Puente’s responsiveness to family needs, including food insecurity. All meals continued to be provided at no cost to students.

Action 2: This action has been fully implemented. Puente Charter School values parent voice and provides meaningful, structured opportunities for families to participate in school governance and decision-making. Throughout the year, Puente facilitated multiple parent advisory bodies that support inclusive input on school programs, services, priorities, and continuous improvement efforts.

**English Learner Parent Advisory Structures:** Puente maintained advisory committees that elevate the voice of parents of English Learners and support input on English Learner programs and services in alignment with California Education Code section 52062(a)(2). These structures include the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (EL-PAC).

**Parent Advisory Committee:** Puente implemented the Parent Advisory Committee (PAC) as the school's primary parent governance body, consistent with California Education Code section 52062(a)(1). The PAC provided input on schoolwide priorities, policies, and budget considerations, including feedback connected to the Local Control Accountability Plan (LCAP) and related school improvement efforts.

### **Additional Parent Leadership and Community Schools Governance**

Puente also engaged parents through the Parent Advisory Council, which collaborates with school leadership on broader school initiatives and community partnerships. In addition, parents participated on the Community Schools Partnership Program (CCSPP) Steering Committee, providing guidance on implementation of the community schools model and integration of support services and partnerships.

### **Equitable Access to Participation**

To ensure broad, equitable participation, Puente provided qualified interpreters at committee meetings and made interpretation available upon request for school communications and events. These supports reduced language barriers, expanded access for multilingual families, and strengthened meaningful family engagement in school decision-making.

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Action 3: This action was fully implemented. Significant strides have been made this year in engaging parents and families as partners to support and educate students through home-school collaboration and culturally responsive community partnerships. This progress has been driven by the intentional work of Puente's new Community Schools Coordinator, who expanded structures for authentic family engagement, strengthened connections to resources, and helped build a culture of trust to re-engage families and improve outcomes for all students. Puente also continued to provide learning opportunities for families and maintained multiple engagement structures; however, monthly Family Nights and student-led conferences, while essential for staying connected, continued to show low attendance.

**Community Engagement Initiative (CEI):** This year, Puente is participating in Cohort VI of the Community Engagement Initiative. The school's CEI team includes the Principal, Operations Coordinator, Community Schools Coordinator, VP of Programs, one parent, and a 5th grade student. The team's purpose is to identify a problem of practice related to family and community engagement and to develop and implement an improvement plan. This two-year commitment will support Puente in strengthening community engagement through continuous improvement and shared leadership.

**Relationship Building:** Prior to the start of the school year, teachers scheduled and conducted introductory meetings with families to welcome them to Puente, communicate classroom and school expectations, review the attendance policy, and identify student and family needs. These meetings also connected families to school resources and established a strong foundation for ongoing collaboration throughout the year.

**Engagement Opportunities:** Puente continues to provide multiple opportunities for families including those of Unduplicated Pupils and Students with Disabilities, to participate in their child's education and engage with the school community. Family engagement structures included monthly Coffee with the Principal and schoolwide events such as Family Nights, Back-to-School Night, Open House, Meet-and-Greet gatherings, monthly student recognition ceremonies, winter and spring student showcases, and student-led conferences. Puente also offered integrated services workshops on topics such as college/career readiness, counseling supports, health and wellness, nutrition, immigration rights, tenant rights, and social media.

Participation varied across the year. Engagement opportunities were sustained monthly with consistent outreach, though attendance remained low but steady as the year progressed. Puente noted that participation patterns may also be influenced by family safety concerns related to the current political climate and ICE activity, which can affect families' willingness to attend in-person events.

### **Communication Systems and Access**

Puente maintained consistent and accessible communication systems to ensure families receive timely information and have clear ways to connect with the

school. The Operations Coordinator led family outreach, coordinated interpreter services, distributed the monthly newsletter, monitored ParentSquare communications, and maintained the school events calendar. Families also had access to the Infinite Campus Parent Portal to monitor academic progress and attendance and to communicate with staff.

All school correspondence was provided in English and translated into Spanish in alignment with primary language survey results and translation thresholds. Interpreter services, including ASL, were available for parent events and upon request to reduce language barriers and promote equitable access. Although ParentSquare usage was inconsistent, Puente ensured that 100% of families had access to the platform and received communications through established systems.

**Action 4: Facilities Maintenance and Campus Safety:** This action was fully implemented. Puente Charter School maintained a safe, clean, and well-maintained learning environment for all students and staff through consistent facility maintenance protocols and campus safety measures. The facilities team conducted routine inspections and ensured repairs were addressed promptly to maintain safe and functional learning spaces.

Puente also completed the annual Facility Inspection Tool (FIT) report to formally document facility conditions and support ongoing compliance. FIT results were reported transparently through the School Accountability Report Card (SARC), the Local Control Accountability Plan (LCAP), and the Local Indicators Report on the California School Dashboard. In addition, daily custodial services were provided to ensure classrooms, common areas, restrooms, and campus grounds remained clean, sanitary, and conducive to learning.

**Challenges:** No challenges were identified. Puente consistently maintained safe, clean, and well-maintained facilities throughout the year.

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.

For the actions under Goal 3, there were no material differences between the budgeted expenditures and the estimated actual expenditures during the 2025-26 school year. All planned actions and services under Goal 1 were implemented as budgeted, and expenditures aligned with the planned amounts identified in the 2025-26 LCAP. No material differences were identified that would require explanation.

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

**Action 1:** This action is effective in sustaining the conditions necessary for students to feel safe, supported, and engaged. The significant reduction in chronic absenteeism, the increase in meal participation, and consistent positive feedback from parents regarding student-led conferences collectively demonstrate that Puente's school climate efforts are meeting their goals and supporting student success alongside academic achievement.

**Action 2:** Puente has effectively created a culture that supports parent engagement and partners in their child's education. Puente also engaged parents through the Parent Advisory Council, which collaborates with school leadership on broader school initiatives and community partnerships. In addition, parents participated on the Community Schools Partnership Program (CCSPP) Steering Committee, providing guidance on implementation of the community schools model and integration of support services and partnerships.

**Action 3:** This action has been effective in engaging families. Puente ensured universal access to ParentSquare and strengthened outreach strategies to encourage participation. The school implemented additional incentives—such as raffles and giveaways—to increase attendance at meetings, workshops, and conferences. Puente also expanded resource tables at each Family Night, increasing access to supports and making events more responsive to family needs. The Community Schools Coordinator's work has been a key factor in expanding partnerships, strengthening trust-building efforts, and supporting more

culturally responsive family engagement practices.

Action 4: This action was effective in providing students with a safe and clean learning environment, as evidenced in the 2026-27 FIT Score Report of exemplary.

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.

Puente Charter School develops a one-year LCAP annually as part of its data-driven decision-making. The school also conducts a comprehensive needs assessment each year to measure program effectiveness and to inform the allocation of resources for the upcoming plan year.

Based on the 2026-27 needs assessment and on reflections from prior-year implementation, no changes were made to LCAP Goal 3, its actions, its metrics, or its target outcomes for the 2026-27 school year. The Goal 3 action plan will continue as adopted, with no modifications.

**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	<b>PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH &amp; SAFETY</b>	<p>Puente Charter School is committed to maintaining a safe, welcoming, and health-supportive learning environment where students can thrive academically, socially, and emotionally. This action describes the safety systems, climate initiatives, and health services Puente will continue to provide to support the whole child.</p> <p><b>School Safety Measures</b></p> <p>Puente will maintain a comprehensive School Safety Plan that is reviewed and revised annually with input from educational partners, and a Bullying Prevention Plan will be incorporated into this safety framework. Security guards and campus aides will provide additional supervision to ensure student safety, and their deployment and practices will continue to respond directly to feedback from educational partners.</p> <p><b>Positive Climate Initiatives</b></p> <p>Puente will foster student engagement and a positive school climate through anti-bullying assemblies, monthly student recognition ceremonies, and student-led conferences in which learners reflect on their progress alongside parents and teachers. Students will also participate in standards-aligned field trips that provide enriching real-world learning experiences connected to classroom instruction. To monitor progress and identify areas for growth, school climate surveys will be</p>	\$249,520	N

		<p>administered regularly to students, families, and staff, and the results will be used to inform ongoing climate and safety improvements.</p> <p><b>Health Services and Screenings</b></p> <p>Puente has established partnerships with the UCLA Eye Institute and the USC Dental Clinic to provide essential vision and dental health screenings for students, expanding access to preventive care for families who may face barriers to routine health services. These partnerships complement the broader network of community health partnerships described in Puente's MTSS action, including St. Johns Community Health and Breathe SoCal.</p> <p><b>Nutrition</b></p> <p>Puente participates in the universal meals program so that all students have access to nutritious meals throughout the school day, regardless of family income. Access to consistent, healthy nutrition supports student attendance, engagement, and readiness to learn.</p> <p><b>Equitable Access</b></p> <p>Safety, climate, health, and nutrition supports described in this action will be available to every student, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, with accommodations provided as needed to support full participation.</p>		
2	<p><b>PARENT INPUT IN DECISION-MAKING</b></p>	<p>Puente Charter School values parent voice and ensures meaningful opportunities for families to participate in school governance and decision-making processes. The school facilitates parent engagement through several structured committees:</p> <p>The English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) provide platforms for parents of English Learners to advise on programs and services in accordance with California Education Code 52062(a)(2).</p> <p>The Parent Advisory Committee (PAC) serves as the primary parent governance body as required by California Education Code 52062(a)(1), offering input on school policies, budget priorities, and the Local Control Accountability Plan.</p> <p>The Parent Advisory Council works collaboratively with school leadership on broader school initiatives and community partnerships.</p> <p>The Community Schools Partnership Program (CCSPP) Steering Committee includes parent representatives who guide the implementation of the community schools' model and integration of support services.</p>	\$9,000	N

		To ensure equitable access and participation, qualified interpreters are available at all committee meetings and provided upon request for any school communication or event.		
3	<b>PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p><b>Relationship Building and Family Partnership</b>  Puente Charter School will prioritize strong relationships with families as a foundation for student success. Prior to the start of the school year, teachers will schedule introductory meetings with families to welcome them to the school community, communicate academic and behavioral expectations, review the attendance policy, share available school resources, and identify any family or student needs that may require support. These early meetings are intended to build trust, strengthen home-school relationships, and establish ongoing communication from the beginning of the year.</p> <p><b>Family Engagement Opportunities</b>  Puente Charter School will provide multiple opportunities for parents, including parents of unduplicated pupils and students with disabilities, to participate in their child’s education and engage with the school community. The school will offer monthly Coffee with the Principal sessions and integrated services workshops focused on topics such as college and career readiness, counseling services, health and wellness, nutrition, immigration rights, tenant rights, and social media awareness.</p> <p>Families will also be invited to participate in a variety of schoolwide events designed to strengthen connection and involvement, including Family Nights, Back to School Night, Open House, Meet and Greet events, monthly student recognition ceremonies, winter and spring student showcases, and student-led conferences.</p> <p><b>Communication and Access to Information</b>  Puente Charter School will maintain consistent communication systems to ensure families have timely access to school information and opportunities for engagement. The Operations Coordinator will support outreach to families, distribute the monthly newsletter, monitor ParentSquare, and maintain the school calendar of events. Families will also have access to the Infinite Campus Parent Portal, where they can review their child’s academic progress, attendance, and other important school information, while also maintaining communication with staff.</p> <p><b>Language Access and Inclusive Participation</b>  To ensure equitable access and meaningful participation, all correspondence sent to families will be provided in English and translated into Spanish based on the school’s primary language data and identified translation needs. Interpreter</p>	\$267,566	N

		services, including American Sign Language (ASL), will be available for parent events and upon request. These supports are intended to reduce barriers to participation and ensure that all families can engage fully in the life of the school.		
4	<b>MAINTAINING A SAFE &amp; CLEAN FACILITY</b>	<p><b>Safe, Clean, and Well-Maintained Learning Environment</b>  Puente Charter School is committed to providing a safe, clean, and well-maintained learning environment for all students and staff. The school will implement comprehensive facility maintenance procedures, custodial services, and safety measures to ensure that campus facilities support student learning, staff effectiveness, and overall well-being.</p> <p><b>Facility Maintenance and Repairs</b>  The school will conduct regular facility inspections and address identified maintenance needs in a timely manner. Prompt repairs and ongoing upkeep will help ensure that classrooms, common areas, restrooms, and outdoor spaces remain safe, functional, and conducive to learning. School administration will continue working closely with maintenance staff to prioritize facility improvement projects that enhance the learning environment while maintaining fiscal responsibility.</p> <p><b>Facility Inspection Tool and Public Reporting</b>  Puente Charter School will complete the annual Facility Inspection Tool (FIT) to formally assess facility conditions and identify any areas requiring attention. FIT results will continue to be reported transparently through the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators reporting processes to ensure accountability and provide families and stakeholders with clear information regarding facility conditions.</p> <p><b>Custodial Services and Safety Procedures</b>  Daily custodial services will be provided to maintain cleanliness throughout the campus, with focused attention given to high-use areas to ensure a healthy and orderly environment. In addition, school security systems and safety procedures will be reviewed regularly and updated as needed to respond to evolving safety concerns, educational partner feedback, and school safety best practices.</p>	\$576,813	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,231,896	\$151,509

## 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%	0%	\$0	36%

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	The 2025 California School Dashboard reflects the academic consequences of Puente's demographic profile, with the largest Distance from Standard (DFS) gaps falling on the English Learner and Socioeconomically Disadvantaged student groups in both ELA (EL DFS -69.5; SED DFS -31.8) and Mathematics (EL DFS -65.3; SED DFS -47). Puente's annual needs assessment, internal data analysis, and educational partner feedback gathered during the 2025-26 LCAP engagement process collectively identified the following interconnected needs for Foster Youth, English Learners, and low-income students:	<b>Paraprofessionals</b> How the Action Addresses the Need: Paraprofessional staffing grows the quantity of small-group Tier 2 and Tier 3 instruction available to Unduplicated Pupils during the core instructional day and improves the quality of that instruction through monthly coaching, weekly lesson-planning sessions, and peer observations delivered by the Intervention Coach. Progress will be measured through NWEA MAP growth across Fall, Winter, and Spring administrations, classroom Running Records every six to eight weeks, CAASPP ELA and Mathematics outcomes, ELPAC progress for English Learners, and Reclassification rates, with disaggregated review for English Learners,	<ul style="list-style-type: none"> <li>#1: ELA CAASPP</li> <li>#2: Math CAASPP</li> </ul>

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
	<ul style="list-style-type: none"> <li>• Sustained, in-classroom Tier 2 and Tier 3 small-group instruction delivered by adults working in close coordination with classroom teachers and the Intervention Coach.</li> <li>• Evidence-based phonics intervention aligned with current research on foundational literacy for students performing below grade level in reading.</li> <li>• Differentiated, skill-specific practice that allows students to work at their current proficiency level and receive immediate feedback in both ELA and Mathematics.</li> <li>• Expanded access to leveled and culturally relevant reading materials at school and at home, with particular attention to English Learners and newcomer students.</li> <li>• Expanded learning time beyond the core instructional day and school year, including intensive language acquisition support for newcomer English Learners in grades 3 through 5.</li> </ul> <p>These needs cannot be closed through core instruction alone and require coordinated investments in staffing, curriculum, digital practice platforms, expanded reading access, and extended learning time. The five components described below are the LCFF supplemental and concentration-funded responses to these needs.</p>	<p>Socioeconomically Disadvantaged students, and Foster Youth.</p> <p>Why It Is Provided on a Schoolwide Basis: Paraprofessionals are deployed across all classrooms because Unduplicated Pupils are distributed across every classroom at Puente. Limiting paraprofessional support to designated rooms or pull-out groups for Unduplicated Pupils only would be operationally infeasible and would disrupt the integration of intervention with core instruction that Puente's MTSS framework requires. Schoolwide deployment ensures that Unduplicated Pupils receive small-group support seamlessly within their regular instructional setting while still benefiting from the differentiated, data-driven instruction the Intervention Coach and classroom teachers design specifically to address their needs.</p> <p><b>Intervention Curriculum (Benchmark Phonics Intervention)</b></p> <p>How the Action Addresses the Need: The new Benchmark Phonics Intervention curriculum grows the quality of intervention services by providing the Intervention Coach with a complete, research-aligned scope and sequence for phonics intervention. It also grows the quantity of structured phonics intervention available by equipping the Intervention Coach to deliver consistent, frequent sessions during out-of-classroom support. Progress will be measured through the K-2 Reading Difficulties Risk Screener (per EC Section 53008), classroom Running Records, NWEA MAP Reading growth, Spelling Inventory results, and CAASPP ELA outcomes, with disaggregated review for English Learners and Socioeconomically Disadvantaged students.</p> <p>Why It Is Provided on a Schoolwide Basis: The intervention curriculum is positioned for schoolwide use because Unduplicated Pupils performing below</p>	

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
		<p>grade level in foundational reading are present across every grade and classroom at Puente. The Intervention Coach delivers this curriculum to any student who screens as needing Tier 2 or Tier 3 phonics support, regardless of classroom assignment. Schoolwide positioning ensures that no Unduplicated Pupil is denied access to evidence-based phonics intervention because of where they happen to be enrolled, and it preserves the fluid movement across MTSS tiers that the framework requires.</p> <p><b>iXL (Mathematics and English Language Arts)</b></p> <p>How the Action Addresses the Need: iXL Mathematics and iXL English Language Arts grow the quality of practice opportunities by providing adaptive, skill-specific practice matched to each student's current proficiency level, and grow the quantity of practice by extending differentiated learning time beyond direct instruction. The platform generates real-time data that teachers and paraprofessionals use to adjust small-group instruction during the core day. Progress will be measured through iXL usage and growth reports, NWEA MAP Mathematics and Reading results, and CAASPP outcomes, with disaggregated review for English Learners, Socioeconomically Disadvantaged students, and Foster Youth.</p> <p>Why It Is Provided on a Schoolwide Basis: iXL is provided schoolwide because Unduplicated Pupils benefit most when adaptive practice is fully integrated into their daily instructional routine and accessible from any classroom or device. The platform automatically differentiates by student level, which means that even within a schoolwide implementation, the platform delivers Unduplicated Pupils a distinctly different experience tailored to their specific skill needs. Limiting iXL access to only Unduplicated Pupils would not change the differentiation each Unduplicated Pupil receives but would introduce operational complexity and could stigmatize students</p>	

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
		<p>by visibly limiting their access to a tool used by classmates.</p> <p><b>EPIC</b></p> <p>How the Action Addresses the Need: EPIC, a digital reading platform offering thousands of leveled books across genres and reading levels, expands student access to reading material beyond what Puente's physical library can provide. EPIC grows the quality of independent reading by providing texts matched to each student's level, and grows the quantity of reading practice by extending reading opportunities into students' homes. Progress will be measured through EPIC usage reports, classroom Running Records, NWEA MAP Reading growth, ELPAC progress for English Learners, and Reclassification rates, with disaggregated review for English Learners and Socioeconomically Disadvantaged students.</p> <p>Why It Is Provided on a Schoolwide Basis: EPIC is provided schoolwide because the home reading access gap is most pronounced for Unduplicated Pupils but is best addressed through a platform that students can use seamlessly across school and home settings. The platform delivers Unduplicated Pupils a distinctly differentiated experience because each student's library is filtered to their reading level. Schoolwide implementation also normalizes home reading as an expectation for all students, which strengthens the home reading culture for Unduplicated Pupils in particular.</p> <p><b>Academic Tutoring (After-School and Summer Programming)</b></p> <p>How the Action Addresses the Need: After-school tutoring and summer programming grow services in quality by aligning tutoring with classroom instruction and providing structured professional development for tutors facilitated by the Intervention Coach, and grow services in quantity by extending learning hours</p>	

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
		<p>significantly beyond the core school day and school year. The four-week newcomer summer program using Rosetta Stone provides intensive language development opportunities specifically for newcomer English Learners. Progress will be measured through NWEA MAP growth across the school year and across summer programming, ELPAC progress for English Learners, Reclassification rates, and CAASPP outcomes, with disaggregated review for English Learners, Socioeconomically Disadvantaged students, and Foster Youth.</p> <p>Why It Is Provided on a Schoolwide Basis: After-school tutoring is offered to any Puente student identified by their classroom teacher as needing additional academic support, and summer programming is offered schoolwide with priority targeting for newcomer English Learners and students performing below grade level. Schoolwide availability is appropriate because Unduplicated Pupils represent the substantial majority of students performing below grade level at Puente, and offering these programs schoolwide allows the school to direct services based on documented academic need rather than student group designation alone. Targeting decisions made by classroom teachers and the Intervention Coach ensure that Unduplicated Pupils with the greatest needs receive priority access to the available tutoring and summer programming seats.</p>	
Goal 1, Action 3	The 2025 California School Dashboard reflects the social-emotional and attendance challenges most acutely affecting Puente's Unduplicated Pupils. Chronic Absenteeism, although improved from a Red performance level in 2023 to Yellow in 2025, continues to disproportionately affect Puente's Unduplicated Pupil groups, with 2025 Dashboard rates of 16.2% for English Learners, 17.8% for	<p><b>Behavior Interventionists</b></p> <p>How the Action Addresses the Need: Behavior Interventionist staffing grows the quantity of behavior support available to Unduplicated Pupils throughout the school day by providing in-classroom support for students with Behavior Intervention Plans (BIPs), supporting de-escalation in real time, and reducing the loss of instructional time caused by behavioral</p>	<ul style="list-style-type: none"> <li>• #8: Chronic absenteeism Rates</li> <li>• #9: Suspension Rates</li> <li>• #10 Expulsion Rates</li> <li>• #19: School Climate Survey</li> </ul>

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
	<p>Socioeconomically Disadvantaged students, and 19% for Students with Disabilities. These attendance challenges are interconnected with social-emotional, behavioral, and mental health needs that directly affect academic outcomes for Unduplicated Pupils. Puente's annual needs assessment, internal data analysis, and educational partner feedback gathered during the 2025-26 LCAP engagement process collectively identified the following interconnected needs for Foster Youth, English Learners, and low-income students:</p> <ul style="list-style-type: none"> <li>• Schoolwide behavior support staff to address disruptive classroom behaviors, support implementation of individualized Behavior Intervention Plans, and build teacher capacity for de-escalation strategies.</li> <li>• Coordinated, tiered academic and social-emotional intervention support that integrates with classroom instruction and the broader MTSS framework.</li> <li>• Sustained administrative leadership of social-emotional learning, behavioral, and attendance initiatives to maintain the schoolwide progress reflected in the three-year chronic absenteeism trajectory.</li> <li>• Equitable access to mental health services and referrals for students and families who face barriers to care due to language, cost, transportation, or unfamiliarity with health systems.</li> <li>• Structured attendance incentives that encourage consistent attendance among Unduplicated Pupils, who are disproportionately affected by the family, health, transportation, and economic barriers that drive chronic absenteeism at Puente.</li> </ul>	<p>disruptions. It grows the quality of behavior support by partnering with teachers and the Vice Principal to model effective classroom strategies, deliver professional development on de-escalation, and provide consistent implementation of PBIS schoolwide. Behavior Interventionists also support daily attendance monitoring, facilitate Student Attendance Review Team (SART) meetings, conduct family meetings and home visits as needed, and ensure consistent implementation of the school's attendance policy. Progress will be measured through Chronic Absenteeism rates, Suspension and Expulsion rates, classroom observation data on BIP implementation, and disaggregated review of behavioral and attendance outcomes for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.</p> <p>Why It Is Provided on a Schoolwide Basis: Behavior Interventionists are deployed across all classrooms because Unduplicated Pupils requiring behavior support are present across every grade and classroom at Puente. Limiting Behavior Interventionist support to designated rooms or to a subset of Unduplicated Pupils would not allow the school to respond in real time to behavioral needs as they arise across the campus and would disrupt the integrated MTSS framework that combines academic and behavioral support. Schoolwide deployment also enables Behavior Interventionists to build teacher capacity across the entire instructional team, which produces lasting benefits for Unduplicated Pupils in every classroom.</p> <p><b>Intervention Coach (Partially Funded with LCFF Supplemental and Concentration Funds)</b></p> <p>How the Action Addresses the Need: The Intervention Coach role (new position) is funded with Title I and LREBG funds, with remaining costs funded with LCFF S&amp;C, to provide targeted, tiered academic and social-</p>	

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
	<p>These needs cannot be addressed through standalone interventions or core instruction alone and require coordinated investments across behavioral staffing, intervention leadership, administrative supervision, mental health access, and attendance engagement. The five components described below are the LCFF supplemental and concentration-funded responses to these needs.</p>	<p>emotional support that integrates with the MTSS framework. The Intervention Coach grows the quantity of small-group support available to Unduplicated Pupils by leading out-of-classroom Tier 2 and Tier 3 intervention sessions and grows the quality of support by providing monthly coaching, weekly lesson-planning sessions, and peer observations to paraprofessionals and tutors. The Intervention Coach also delivers professional training for teachers and paraprofessionals on evidence-based pedagogical strategies, ensuring that intervention services are coordinated with classroom instruction. Progress will be measured through NWEA MAP growth, ELPAC progress for English Learners, Reclassification rates, behavioral indicators, and disaggregated review of outcomes for English Learners, Socioeconomically Disadvantaged students, and Foster Youth.</p> <p>Why It Is Provided on a Schoolwide Basis: The Intervention Coach role is positioned schoolwide because the coach's responsibilities include both direct service to Unduplicated Pupils and capacity-building across the entire instructional team. Limiting the Intervention Coach's reach to only Unduplicated Pupils would not be feasible because the coach's work with classroom teachers, paraprofessionals, and tutors strengthens instruction for Unduplicated Pupils in every classroom. The schoolwide positioning of this role also enables the coach to coordinate seamlessly with the Vice Principal, Behavior Interventionists, and School Counselor, ensuring that academic, behavioral, and social-emotional interventions for Unduplicated Pupils are integrated rather than delivered in silos.</p> <p><b>Assistant Principal</b></p> <p>How the Action Addresses the Need: The Assistant Principal role provides sustained leadership of social-emotional learning, behavioral, and attendance initiatives, which directly benefits Unduplicated Pupils because Unduplicated Pupil groups are</p>	

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
		<p>disproportionately affected by the attendance, behavioral, and social-emotional challenges that the Assistant Principal coordinates. The Assistant Principal grows the quality of these supports by overseeing the consistent implementation of PBIS, the Second Step SEL curriculum, restorative justice community circles, and Calm Classroom practices across all classrooms. The Assistant Principal also leads the school's chronic absenteeism response, including coordinating the Student Attendance Review Team, partnering with the Community Schools Navigator on family outreach, and analyzing attendance data to refine interventions. Educational partner feedback during the 2025-26 LCAP engagement process explicitly affirmed that continued Assistant Principal leadership of these initiatives has supported the chronic absenteeism progress reflected in the 2025 Dashboard. Progress will be measured through Chronic Absenteeism rates, Suspension and Expulsion rates, classroom climate indicators, and disaggregated outcomes for English Learners, Socioeconomically Disadvantaged students, and Foster Youth.</p> <p>Why It Is Provided on a Schoolwide Basis: The Assistant Principal serves all students because school administration cannot, by its nature, be limited to a subset of students. However, the Assistant Principal's leadership priorities are explicitly directed toward the social-emotional, behavioral, and attendance needs that disproportionately affect Unduplicated Pupils. The schoolwide nature of this role ensures consistent implementation of SEL, behavioral, and attendance supports across every classroom, which produces concentrated benefits for the Unduplicated Pupils who make up the substantial majority of Puente's enrollment.</p> <p><b>Care Solace Mental Health Support</b></p> <p>How the Action Addresses the Need: Care Solace is a mental health referral and care navigation service that</p>	

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
		<p>connects students and families to community-based mental health providers, including providers who accept Medi-Cal or offer sliding-scale fees, providers who serve Spanish-speaking families, and providers who specialize in trauma-informed care. Care Solace grows the quantity of mental health support available to Unduplicated Pupils by significantly expanding the network of providers families can access, and grows the quality of support by providing care navigation that addresses the language, cost, transportation, and system-navigation barriers that historically prevent Unduplicated Pupil families from accessing mental health services. Referrals are coordinated by the School Counselor through monthly Coffee with the Counselor sessions and through individual outreach to families identified through SART or classroom referrals. Progress will be measured through Care Solace referral and connection data, family engagement data, behavioral and attendance indicators for referred students, and disaggregated review of access patterns across student groups.</p> <p>Why It Is Provided on a Schoolwide Basis: Care Solace is available to all Puente students and families because mental health needs cannot be predicted or limited by student group designation, and because access barriers are most likely to prevent Unduplicated Pupil families from initiating mental health support without proactive school-based outreach. Schoolwide availability ensures that any Puente student or family experiencing a mental health need can access support without having to disclose their student group status to qualify. The School Counselor's targeted outreach to families of students showing behavioral, attendance, or social-emotional concerns ensures that Unduplicated Pupils with the greatest needs receive priority connection to services.</p> <p><b>Attendance Incentives</b></p>	

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
		<p>How the Action Addresses the Need: Attendance incentives include classroom-based attendance charts, positive recognition for consistent attendance, schoolwide attendance celebrations, and structured PBIS-aligned rewards that reinforce daily school attendance. Attendance incentives grow the quality of attendance engagement by providing positive, relationship-centered reinforcement rather than punitive responses to absences and grow the quantity of attendance engagement by ensuring that consistent attendance is celebrated and reinforced throughout the school year. Educational partner feedback identified that positive attendance reinforcement strategies have contributed to the chronic absenteeism progress reflected in the three-year Dashboard trajectory. Progress will be measured through Chronic Absenteeism rates, daily Attendance Rates, and disaggregated review of attendance outcomes for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.</p> <p>Why It Is Provided on a Schoolwide Basis: Attendance incentives are provided schoolwide because attendance is a universal expectation for all students, and because Unduplicated Pupils benefit most from a school culture in which consistent attendance is normalized and celebrated rather than singled out as an issue affecting their student group. Schoolwide implementation also reinforces the relationship-centered, positive approach to attendance that Puente has identified as central to its chronic absenteeism reduction strategy, and it allows Unduplicated Pupils to experience attendance recognition alongside their classmates rather than through a separate, potentially stigmatizing program.</p>	

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
<p>Goal 2, Action 1</p>	<p>Puente's annual needs assessment, internal data analysis, and educational partner feedback gathered during the 2025-26 LCAP engagement process identified two interconnected needs that the substitute teacher investment is designed to address:</p> <ul style="list-style-type: none"> <li>Continuity of instruction during teacher absences. Disruptions to classroom instruction caused by teacher absences disproportionately affect Unduplicated Pupils, who are more likely to fall behind grade-level expectations when instruction is interrupted, and who have less access to compensatory learning resources outside of school. The 2025 California School Dashboard performance gaps for English Learners (ELA DFS -69.5; Math DFS -65.3) and Socioeconomically Disadvantaged students (ELA DFS -31.8; Math DFS -47) underscore the importance of preserving every instructional minute for these students.</li> <li>Sustained professional learning and instructional coaching for teachers. Educational partner feedback from administration, teachers, and the PAC consistently affirmed the value of ongoing professional development and instructional coaching for the priority instructional approaches Puente has adopted, including Math Workshop, Cognitively Guided Instruction (CGI), English Language Development, and Tier 2 and Tier 3 small-group intervention. However, teachers can only participate fully in coaching cycles, peer observations, lab classrooms, and structured professional development when substitute coverage is reliably available to maintain classroom instruction during release time.</li> </ul>	<p><b>Substitute Teachers:</b> How the Action Addresses the Need: Substitute teacher funding through LCFF supplemental and concentration funds grows the quantity of instructional continuity available to Unduplicated Pupils by ensuring that classrooms remain staffed during teacher absences, professional development days, coaching cycles, and peer observations. It grows the quality of instruction available to Unduplicated Pupils by enabling teachers to participate in the sustained professional learning and instructional coaching that strengthens their capacity to deliver Math Workshop, Cognitively Guided Instruction, designated and integrated ELD, and Tier 2 and Tier 3 small-group instruction, all of which are instructional approaches specifically designed to address the academic and language needs of Puente's Unduplicated Pupils. Progress will be measured through teacher participation rates in coaching cycles and professional development sessions, classroom observation data on the implementation of priority instructional approaches, teacher credentialing and assignment data, NWEA MAP growth, ELPAC progress for English Learners, and CAASPP outcomes, with disaggregated review for English Learners, Socioeconomically Disadvantaged students, and Foster Youth.</p> <p>Why It Is Provided on a Schoolwide Basis: Substitute teachers are deployed across all classrooms because teacher absences and professional development release needs occur across every grade and classroom at Puente. Limiting substitute coverage to designated rooms or to Unduplicated Pupils only would not be operationally feasible, since substitute teachers replace classroom teachers in their assigned classrooms regardless of student group composition. However, schoolwide deployment produces a concentrated benefit for Unduplicated Pupils because Unduplicated Pupils make up the substantial majority of Puente's</p>	<ul style="list-style-type: none"> <li>#15: Implementation of the state academic content standards.</li> </ul>

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
	<p>These needs cannot be met without a dedicated investment in qualified substitute teachers who can provide continuity of instruction during planned and unplanned teacher absences. The substitute teacher investment described below is the LCFF supplemental and concentration-funded response to these needs.</p>	<p>enrollment, and because the priority instructional approaches that teachers strengthen through professional development and coaching, including ELD, CGI, Math Workshop, and tiered intervention, are specifically designed to address the academic and language needs of Unduplicated Pupils. Schoolwide substitute coverage also preserves the integrity of Puente's professional learning calendar, which includes 10 days of intensive summer professional learning, 5 additional non-instructional planning days, and weekly professional development sessions, ensuring that teachers can participate fully in the structures that build their capacity to serve Unduplicated Pupils.</p>	

**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
<p>Goal 1, Action 5</p>	<p>This Limited Action is provided solely to English Learners, including newcomer students new to the United States within the past 24 months and long-term English Learners (consistent with EC Section 42238.02). The LCFF supplemental and concentration-funded components of this action include English Language Development intervention support for newcomer students through the Rosetta Stone language program and the purchase of additional reading books, including culturally relevant texts, for English Learners and newcomers.</p> <p><b>Unique Identified Needs of English Learners</b></p>	<p>The LCFF supplemental and concentration-funded components of this Limited Action are designed to directly respond to the three identified needs above.</p> <p>The Rosetta Stone language program is provided to newcomer English Learners through the four-week summer program and through targeted use during the school year, including daily after-school intervention through ELOP. Rosetta Stone is an evidence-based, adaptive language acquisition program designed specifically for second-language learners. The program grows the quantity of language development opportunities available to newcomers by extending intensive language exposure into the summer and after-school hours, and grows the quality of language</p>	<ul style="list-style-type: none"> <li>- #4: ELPI Results</li> <li>- #5: ELPAC Results</li> <li>- #6: Reclassification Rates</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The unique identified needs of Puente Charter School's English Learners and newcomer students are documented through the 2025 California School Dashboard, the school's annual needs assessment, and educational partner feedback gathered through the combined ELAC, DELAC, and EL-PAC engagement process. These needs are distinct from those of other student groups and require services that cannot be delivered through universal or schoolwide programming alone.</p> <p>First, the 2025 California School Dashboard reflects a three-year decline in the English Learner Progress Indicator from a Blue performance level (75.6%) in 2023 to Orange (50.9%) in 2025. The Dashboard also reflects an Orange performance level for English Learners in ELA at a Distance from Standard (DFS) of -69.5 and in Mathematics at a DFS of -65.3, with English Learners experiencing the largest academic gaps of any student group at Puente.</p> <p>Second, during the 2023-24 and 2024-25 school years, Puente welcomed an increased number of newcomer students in grades 3 through 5. These students arrive at Puente with limited or no English proficiency and are expected to develop English language skills while simultaneously accessing grade-level academic content. The root cause analysis documented in the ELPI needs assessment identified that many of these newcomer students had received only one full year of English Language Development instruction at the time of the 2025 ELPAC administration, which is not sufficient time for students to master a new language and directly affected ELPI progress. Serving newcomer students at the upper elementary level requires sustained, individualized intervention that exceeds the scope of standard ELD instruction.</p> <p>Third, educational partner feedback from the combined ELAC, DELAC, and EL-PAC engagement process</p>	<p>development by providing adaptive, individualized practice in vocabulary, pronunciation, listening, speaking, reading, and writing across multiple language domains. The summer delivery model addresses the urgency of accelerating language acquisition for newcomers who have limited time to develop English proficiency before standardized assessments and grade-level academic demands.</p> <p>The purchase of additional reading books, including culturally relevant texts, directly responds to the ELAC, DELAC, and EL-PAC recommendation and to the documented need for accessible, engaging reading material for English Learners and newcomers. Reading books grow the quantity of reading material available to English Learners by expanding the leveled and culturally relevant collection accessible during designated ELD, integrated ELD, after-school tutoring, and independent reading time, and grow the quality of reading experiences by ensuring that books are matched to students' language proficiency levels and reflect their cultural backgrounds.</p> <p>Both components are delivered exclusively to English Learners, with priority targeting for newcomer students, and are coordinated within the broader Action 5 program, which also includes the restructured designated ELD block, ELPAC preparation small-group instruction delivered by the Vice Principal, Benchmark Phonics instruction with one-to-one paraprofessional support, daily ELOP intervention, and the ELD-specific professional development and coaching cycles described elsewhere in the action.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	identified a need for culturally relevant reading materials for newcomer students to support both language acquisition and a sense of cultural connection and belonging. Newcomer students and English Learners benefit from texts that reflect their cultural backgrounds, languages of origin, and lived experiences, which support vocabulary acquisition, comprehension, and engagement in ways that standard grade-level texts do not.		

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

Not applicable.

**Additional Concentration Grant Funding**

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

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

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

## 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 5,293,645.00	\$ 5,309,194.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ASSESSMENTS OF LEARNING	No	\$ 4,500	\$ 4,500
1	2.1	MTSS: ACADEMIC INTERVENTIONS	No	\$ 565,837	\$ 595,677
1	2.2	MTSS: ACADEMIC INTERVENTIONS	Yes	\$ 892,270	\$ 877,979
1	3.1	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	\$ 216,365	\$ 216,365
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 381,187	\$ 381,187
1	4	SPECIAL EDUCATION SERVICES	No	\$ 494,089	\$ 494,089
1	5	EL/ELD SUPPORT SERVICES	No	\$ 116,981	\$ 116,981
1	6	BROAD COURSE OF STUDY	No	\$ 62,000	\$ 62,000
2	1	CORE EDUCATIONAL PROGRAM: EDUCATORS	No	\$ 1,292,422	\$ 1,292,422
2	2	PROFESSIONAL LEARNING	No	\$ 105,000	\$ 105,000
2	3	CORE CURRICULAR NEEDS	No	\$ 48,000	\$ 48,000
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 128,828	\$ 128,828
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	No	\$ 243,577	\$ 243,577
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ 8,500	\$ 8,500
3	3	PARENT ENGAGEMENT & PARTICIPATION	No	\$ 223,427	\$ 223,427
3	4	MAINTAINING A SAFE & CLEAN FACILITY	No	\$ 510,662	\$ 510,662

**2025-2026 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)
\$ 1,156,454	\$ 1,209,606	\$ 1,259,166	\$ (49,560)	0.000%	0.000%	0.000% - 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	2.2	MTSS: ACADEMIC INTERVENTIONS	Yes	\$ 879,270	\$ 877,979.00	0.000%	0.000%
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 330,336	\$ 381,187.00	0.000%	0.000%

**2025-2026 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,186,174	\$ 1,156,454	0.000%	36.296%	\$ 1,259,166	0.000%	39.520%	\$0.00 - No Carryover	0.00% - No Carryover

**2026-27 Total Planned Expenditures Table**

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 3,394,027	\$ 1,231,896	36.296%	0.000%	36.296%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,636,658	\$ 1,216,895	\$ -	\$ 538,289	\$ 5,391,842.00	\$ 3,338,636	\$ 2,053,206

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	No					\$ -	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	\$ 4,500	0.000%
1	2.1	MTSS: ACADEMIC INTERVENTIONS	All	No					\$ 37,862	\$ 20,475	\$ 58,337	\$ -	\$ -	\$ -	\$ 58,337	0.000%
1	2.2	MTSS: ACADEMIC INTERVENTIONS	All	Yes	Schoolwide	All	Puente Charter School	2026-27	\$ 640,845	\$ 556,840	\$ 683,710	\$ 476,250	\$ -	\$ 37,725	\$ 1,197,685	0.000%
1	3.1	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No					\$ 111,605	\$ 6,000	\$ -	\$ 18,000	\$ -	\$ 99,605	\$ 117,605	0.000%
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	Puente Charter School	2026-27	\$ 379,137	\$ 33,000	\$ 409,018	\$ 3,119	\$ -	\$ -	\$ 412,137	0.000%
1	4	SPECIAL EDUCATION SERVICES	SWD	No					\$ 377,821	\$ 210,000	\$ 83,000	\$ 103,862	\$ -	\$ 400,959	\$ 587,821	0.000%
1	5	EL/ELD SUPPORT SERVICES	EL	Yes	Limited	English Learners	Puente Charter School	2026-27		\$ 28,000	\$ 28,000				\$ 28,000	0.000%
1	6	BROAD COURSE OF STUDY	All	No						\$ 127,558	\$ 62,000	\$ 65,558			\$ 127,558	0.000%
2	1.1	CORE EDUCATIONAL PROGRAM: EDUCATORS	All	No					\$ 1,339,442	\$ -	\$ 1,339,442				\$ 1,339,442	0.000%
2	1.2	CORE EDUCATIONAL PROGRAM: EDUCATORS	All	Yes	Schoolwide	All	Puente Charter School	2026-27		\$ 120,000	\$ 120,000				\$ 120,000	0.000%
2	2	PROFESSIONAL LEARNING	All	No						\$ 120,000	\$ 107,500	\$ 12,500			\$ 120,000	0.000%
2	3	CORE CURRICULAR NEEDS	All	No						\$ 58,000	\$ 58,000				\$ 58,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					\$ 81,108	\$ 37,020	\$ 91,128	\$ 27,000			\$ 118,128	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					\$ 107,250	\$ 142,000	\$ 127,250	\$ 122,000			\$ 249,250	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No						\$ 9,000	\$ -	\$ 9,000			\$ 9,000	0.000%
3	3	PARENT ENGAGEMENT & PARTICIPATION	All	No					\$ 263,566	\$ 4,000	\$ 169,822	\$ 97,744			\$ 267,566	0.000%
3	4	MAINTAINING A SAFE & CLEAN FACILITY	All	No					\$ -	\$ 576,813	\$ 353,288	\$ 223,525			\$ 576,813	0.000%

**2026-27 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,394,027	\$ 1,231,896	36.296%	0.000%	36.296%	\$ 1,240,728	0.000%	36.556%	<b>Total:</b>	\$ 1,240,728
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ 28,000
								<b>Schoolwide Total:</b>	\$ 1,212,728

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2.2	MTSS: ACADEMIC INTERVENTIONS	Yes	Schoolwide	All	Puente Charter School	\$ 683,710	0.000%
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HE	Yes	Schoolwide	All	Puente Charter School	\$ 409,018	0.000%
1	5	EL/ELD SUPPORT SERVICES	Yes	Limited	English Learners	Puente Charter School	\$ 28,000	0.000%
2	1.2	CORE EDUCATIONAL PROGRAM: EDUC/	Yes	Schoolwide	All	Puente Charter School	\$ 120,000	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](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

## **Plan Summary**

### ***Purpose***

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

### ***Requirements and Instructions***

#### **General Information**

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

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

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

#### **Reflections: Annual Performance**

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

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

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

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

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

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

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

## **Reflections: Technical Assistance**

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

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

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

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

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

### **Support for Identified Schools**

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

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

### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners**

### ***Purpose***

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

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

## ***Requirements***

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and

resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

**Instructions**

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

## **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

## Description

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

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

## Type of Goal

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

## State Priorities addressed by this goal.

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

## An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

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

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

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

#### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### **For Technical Assistance**

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

### **For Lowest Performing Dashboard Indicators**

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

### **For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

### **LEA-wide and Schoolwide Actions**

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

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

### **For School Districts Only**

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

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

### ***Requirements and Instructions***

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

#### ***Required Descriptions:***

#### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

### ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

### ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

## **Contributing Actions Annual Update Table**

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

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

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
  
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
  
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
  
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).